



EDUCATION OF DISADVANTAGED GROUPS

A SELECT ANNOTATED BIBLIOGRAPHY
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BY

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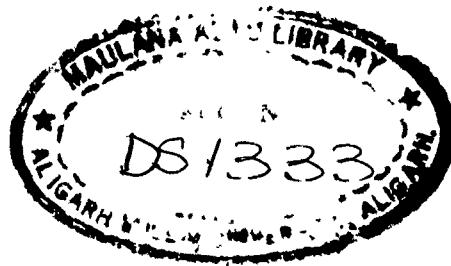
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Dedicated to

**My Husband who has always
been a Source of Inspiration
for me.**

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(Najma Rizvi)

METHODOLOGY

In preparation of the entries in the bibliography the Indian Standard recommendations for bibliographical references have been followed. However, in certain cases where the above recommendations do not provide any guidance the standard practices of the leading current indexing services have generally been followed.

ARRANGEMENT AND MODE OF REFERENCE

1. SPECIMEN ENTRY

- 2
- 1 3 4 5
 EDUCATION, DISADVANTAGE GROUPS, PHYSICAL, BLIND, AIDS
28. PRABHAKAR SINGH. Aids for the Blind. Journal of Indian
 6 7 8 9 11
Education. 13, 3; 1987, Sept; 15-9.

12 There may be many criteria or systems of
 Classification of aids for the blind. The different
 groups of the aids for the blind are given just litec
 Mobility aids, Reading aids, Writing aid, Recording
 aids, Scientific aid. The author outlines the role
 of different aids to Blinds.

2. PERIODICALS

1. Serial number
2. Subject heading
3. Name of the author
4. Title of the contribution
5. Title of the periodical or News paper
6. Volume number
7. Issue number
8. Year
9. Month
10. Date
11. Inclusive pages
12. Abstract

SOURCES OF COMPILATION

Although in the preparation of the Annotated List, the original as well as secondary sources have been utilised, reliance for the major part of the work has been placed on the original sources. The other secondary sources relied upon include Guide to Indian Periodical Literature, Index India, Guide to Periodical Literature.

For each entry in the Annotated List, the original article has been thoroughly reviewed both for the purpose of selection as well as for the preparation of abstracts.

The literature covered under the present work relates to the period from 1978 to date.

For compilation of the work and for selection of articles, the following libraries were consulted in Aligarh and Delhi.

Maulana Azad Library, Aligarh
Library, Department of Education, Aligarh
N.I.E.P.A. Library, New Delhi
NCERT Library, New Delhi
Central Secretariate Library (CSL), New Delhi
I.I.P.A. Library, New Delhi
Indian Council of World Affairs (ICWA), New Delhi
NESDOC (ICSSR) Library, New Delhi

PART ONE

INTRODUCTION

INTRODUCTION

The story of Indian Education is as old as the story of Indian Civilization, right from the Vedic age, when Aryans inhabited the land of seven rivers (Sapta Sindhu), settled in it, sang songs in praise of divinity established as four fold caste system and four fold goal of human life (Varnashrama Dharma) this panorama spreads to four thousand years or even more, during which period India envolved different systems of education in accordance with the changing needs of the times.

A historical account of the development of education in India in different ages will help the reader to appreciate and understand the various aspects of educational development and the present problems. The historical account can broadly be divided into the following periods:-

1. Education during the Ancient period incorporating.
 - (a) Brahmanic system and
 - (b) Buddhist system.
2. Education during the Medieval Period.
3. Education during the British rules and
4. Education in the post independence period.

Education During the Ancient Period.

We have a very little record of the pre-vedic period. In the early vedic period numerous teachers called Gurus instructed a small number of disciples (antevasin). The primary object of education was religious in character. The studentship (Brahmacharya) was characterised by religious ceremonies, offering prayers, memorising vedic hymns by rote, and observing a strict code of conduct in accordance with the rules of Celibacy. In the post vedic period the same system called Brahmanic system of education, the Ashrama education as it is mostly called remained vogue for centuries till the Buddhist and Jaina systems replace it.

The aim of education was realization of the self and following the four fold path of life's objectives viz. Dharma, Artha, Kama and Moksha. Moksha, Nirvana or liberation was the highest goal and the immediate goal was living of life in accordance with the rules of caste (Varua) and stages of life (Ashrama) knowledge of this would help the child to prepare for his future, social

life, and knowledge of the higher type helped him to attain the spiritual life hereafter leading to emancipation and self realization.

The curriculum chiefly consisted of Vedas, Upanishads, Sanskrit grammar and literature and functional tasks connected with different vocations (e.g. performing sacrifices, agriculture for vaishyas).

The method of teaching was mainly oral and there was communication between the teacher and the pupil through oral discussion.

Even girls were allowed to get education. In the Vedic period we have many instances of educated women. But in the later Vedic period girls' education was on decline.

Buddhist System of Education.

The Buddhist system of education came into ascendancy about 600 BC. In the Buddhist system monasteries were established where monks (who were also teachers and pupils) assembled in large numbers. Monasteries and viharas were the elementary institutions of learning. Later on centres of higher education grew up in monasteries and viharas and these resembled residential universities of today,

Nalanda had 4000 students in residence, Vikranashila, Takshashila, Odantapuri and Jagadpala were similar seats of higher learning of Buddhist. Before the conquest by muslims, a number of Hindu and Buddhist Universities flourished in India and the system of education was elaborate and sound.

Medieval System.

Before the Mughal emperors, there was no systematic or consistent education policy. Education however, took large strides during the reign of Akbar. Residential Colleges were started for both Hindus and Muslims. Besides state institutions, privately managed schools also were started for post graduates, ^{Work} in different arts and Science. Hindu and Muslim Art and Culture received encouragement at the hands of Mughal emperors. Advanced studies were made in Maths, regarding Geometry, Astronomy, Physics, Philosophy, Literature, Agriculture, and other sciences.

Education Under the British Rule.

At the beginning of the 19 century, there were in

India a large number of recognized seats of Sanskrit and Arabic literature and indigenous institutions of an elementary type. The higher type of education was also provided in Grammar, Logic, Philosophy and Science at centres like Kashi and other places. The education of girls was, however, much neglected.

Indian education received a great impetus by Raja Ram Mohan Roy who in 1816-17 founded a college at Calcutta. There was by now considerable interest in the spread of education and committees of public instructions were appointed in Bengal in 1823 and in Madras in 1826. The Bombay Government founded a Hindu College in Poona in 1820.

There arose in Bengal 2 groups. The orientalist favoured the policy of teaching through the medium of classical language. The other group viz. 'Anglicists' preferred the medium of English. This struggle gave rise to the famous minute of 1835 of Macaulay, (the legal Member of Executive Council to the Governor-General) which decided in favour of Anglicists. So Lord William Bentinck (1835) and Lord Auckland (1839) endorsed the

policy of Macaulay. Thus the system of English Education was encouraged by the government, and at the same time vernacular schools were established. Two other events gave impetus to vernacular education - the conferment of freedom of press in 1835 and the substitution of Vernaculars for Persian in the Lower Courts in 1837.

The female education which was hitherto almost neglected received a little encouragement by the missionary societies in Bombay, Madras and Bengal. A girls school was started in Calcutta in May 1849. The next step in the history of Indian education was the parliamentary enquiry into the conditions of India in 1853. Charles Wood (Lord Halifax), the then president of the Board of control of the East India Company issued a lengthy despatch in 1854. It was the first time in the history of India, that ^{the}parliament investigated seriously into the development of Indian education. Universities were established at Calcutta, Bombay and Madras and training colleges were opened for the training of teachers. Provisions were made for technical instruction and female education.

In 1882 an Education Commission was appointed to review the progress of education. Since 1854 with special reference to primary education. In 1884 further expansion of education was approved as suggested by the commission. Lord Curzon called an educational conference in 1901 and subsequently the Indian Universities Commission was appointed in 1902 to investigate the report on University education in India. Consequently the Indian University Act was passed in 1904.

In 1937 Mahatma Gandhi initiated discussion on an independent scheme of national education. In 1939 C.A.B. appointed a committee on Adult Education. The next Landmark in the history of Indian education was the report of Sargent Commission on Post-war education. Development in India. The Commission dealt at length with all stages of education (primary, secondary and university) various aspects of education, health education, education of the handicapped and social activities. It drew up a plan for educating each Indian child, which would take 40 years.

Education in the Post-Independence Period.

The first milestone in the development of education in independent India was the enactment of Indian constitution which defined a number of matters concerning education. The provision for free and compulsory education for all children until they complete the age of fourteen, has been made (vide Act 45). Again the state shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the scheduled castes and scheduled tribes, Again, vide Article 246 of the constitution (vii schedule) education has been put in the state list.

In 1948-49 the union government appointed University Education Commission with Dr. Radha Krishnan as the Chairman. The Commission made detailed recommendations regarding the teaching staff and their service condition.

In 1952 the Union government appointed Secondary Education Commission under the Chairmanship of Dr. A. Lakshmanswami Mudaliar, Vice-Chancellor, Madras University.

The recommendations of the Secondary Education Commission were discussed by the Central Advisory Board of Education in January 1953, and were accepted with certain modifications. A scheme of higher secondary education was launched all over India. All India Council of Secondary Education was set up at the Centre.

On the recommendation of Radha Krishnan Commission the Central government set up the University Grants Commission (UGC) in 1953. The UGC^{has} made best efforts in maintaining standards of higher education.

The Union government, appointed in July 1964, Indian Education Commission under the Chairmanship of Dr. D.S. Kothari, Chairman, UGC. The government defined the purpose of the Commission.

"The Commission will advise government on the natural pattern of education and on the general principles and policies for the development of education at all stages and in all its aspects".

In July 1968 a Resolution on Educational Policy in India was framed according to which it was reaffirmed

to accomplish the aims and objects of the constitution.

The major recommendations of the Indian Education Commission were accepted, viz. free and compulsory education for all children up to the age of 14 should be provided by the earliest possible date and suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools.

Equalisation of Educational Opportunity, Regional imbalances should be corrected and good educational facilities should be provided in rural and other backward areas. The education of girls should receive emphasis, as should education among the backward classes.

Spread of literacy and Adult Education. The liquidation of mass illiteracy is necessary not only for promoting people's participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture but also for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible.

The education of young farmers and the training of youth for developing a nation wide programme of physical education should be provided on a priority basis. Education of Minorities. Every effort should be made not only to protect the right of minorities but actively to promote their educational interest.

The educational structure: A broadly uniform educational instruction of ten year's general education in schools, followed by two years of higher secondary stage and three year's course of the first degree should be adopted in all parts of the country.

Adult and Social Education.

We have got historical evidences to prove that in ancient Indian an adult was given nenerous opportunities to educate himself through direct and indirect methods. During the time of Ashoka, the majority of the public seem to have been literate; the existence of Brahmi alphabet bears evidence to literacy activities at that age.

Adult education, related to the life and culture of the people of the age, therefore existed.

During the British period, the adult education movement growth some night schools were started in Bombay and Bengal. Newspapers become popular, and travelling libraries stimulated the reading interests.

In 1949 an International Seminar of South-East Asian countries (sponsored by Unesco) was held at Mysore on the subject 'Adult Education for Community Action'. This gave a programme for action for launching a social education movement in India. In Delhi an Adult Education Caravan was formed which went from village to village.

Development in first plan the C.A.B.E. appointed a standing committee on social education on the execution side, 116 model community centres and 454 school cum community centres were established. The development of third plan government has strengthened library service. Delhi Public Library was started in 1952. Mysore State Education Council was organised Vidya Peeth as Centre of Education in better methods of agriculture and farm industries. Jaipur University started University Adult Education Department to provide facilities for higher learning for adults. The V plan proposes envisage coverage of a number of illiterate youth in the age group 15-24 through non-formal education cum literacy programme.

Education of the Handicapped

Unfortunately, in every country there are children who are physically, mentally and socially handicapped or backward such as, deaf, dumb, blind, crippled and mentally retarded or neurotic children. In India too, such handicapped children and adults are found in large numbers. Many schools have been established in India for the education of such children, who receive education according to the nature of their physical or mental handicap.

Socially handicapped are those children who have come become juvenile delinquents owing to various factors as poverty, bad company, lack of proper opportunities for education and other social evils.

Before the independence of the country the provision for the education of the handicapped was nil or at most insignificant. There were two schools in Calcutta, two in Bihar, four in Bombay, one at Nagpur, nine in Madras, two in the Punjab and six in Uttar Pradesh for the education of the blind.

In 7th plan the national policy resolution of education recommends the placement of disabled children in regular schools. The scheme of integrated education of disabled children was started by the Ministry of Social Welfare as a centrally - sponsored scheme where handicapped children were sought to be integrated in the normal school system with a view to promoting their psychological acceptance. The scheme is now being implemented by the Ministry of Education. One of the difficulties facing this scheme is the lack of trained teachers in special education. As such, during the seventh plan, greater emphasis will be laid on teacher training.

Education of Minorities.

Even though the word 'minorities' forms part of popular political vocabulary in the country, usually, it is used to denote those non-Hindu religious communities. Thus muslims, christians, sikhs, parsis and Jews are commonly described as minorities in India. Members of the scheduled castes and tribes whose members are

in many ways more severely disadvantaged are hardly ever characterized as minorities.

Minorities are not based on religious differences. They are based on social disadvantage and deprivation.

On the social communities commonly characterized as minorities in the Indian context, no question to the effect that they are educationally backward has been raised in respect of the sikhs, Parsis and Jews. It is assumed that their educational development has kept pace with the educational development of the rest of the society. In the case of the Jews and Parsis it may even be higher. The Christians would appear to face the problem of educational backwardness, but in their case too the Christian elite has never actually raised any question. Non the less, Christians are certainly educationally deprived and their case in this respect would appear to be closely similar to that of the muslims. Ever since the early part of this century the question of muslim educational backwardness has been an important element of political rhetoric in this country.

Table-1

Muslim Enrolment in Educational Institution

Type of Institution	No. of Distts. Surveyed	Percentage of Muslims in Surveyed Distts.	Total no. of Students	No. of Muslims Students	Percentage	Education Index
Elementary Schools	45 Distts. 12 States	17.32	98.48 (lakhs)	12.20 (lakhs)	12.39	0.72
Secondary Schools	38 Distts. 11 States	18.56	19.64 (lakhs)	2.9 (lakhs)	10.70	0.58
High Schools	08 Boards	12.00	13.44 (lakhs)	0.54 (lakhs)	4.00	0.33
Class XII	5 Boards	10.30	2.26 (lakhs)	56.45	2.49	0.24
Engg. Colleges	9 Universities	12.44	2698	92	3.41	0.27
Medical Colleges	12 Medical Colleges	9.55	2845	98	3.44	0.36

Source: N.C. Saxena, 'Public Employment and Educational Backwardness among Muslims in India', Man and Development, vol. 4, No. 4, 1983, p. 116.

The picture of muslim enrolment in educational institution which we have for selected districts where Muslim population is significant is summarized in Table.1. This picture is affirmed by micro-level data available through the surveys and field studies conducted in particular localities.

Table-2

Performance of Muslims in Class X Examination

	Total	Muslims	Muslims Percentage	Education Index
Students Appearing	54000	907	1.7	.18
Students Passing	36000	434	1.2	.13
Students Securing First Division	4000	27	0.67	.07

Source: A.R. Sherwani, 'Educational Backwardness', Seminar 240, 1979, p. 33-34.

Table-2 presents the performance of Muslim candidates in Class X in the examination conducted by the Delhi Board in 1978. It shows that the pass percentage and percentage of first divisioners for total students was 67 and 11 respectively. It was only 47.7 and 6.2 respectively for Muslims.

Education of the Scheduled Castes/Tribes.

Caste inequalities emanate from the unique system of social stratification that has since three millennia operated in India. The basis of stratification is occupational and ritual status. In the hierarchical system 'Shudras' (Scheduled Castes in constitutional terminology) occupy the lowest position performing menial task. Ritually they were so low, that their touch and in some cases their shadow defiled the caste Hindus. They were denied education which was considered to be a sacred rite and irrelevant for the low status occupation that they were believed to be born to follow.

The exclusion of SC from education was supported by the educational theories of ancient and medieval times which were based on the assumption that those who work should not think and those who think should not work. A Brahmin should not touch the plough and a Shudra should not touch the Vedas.

Contemplation was considered to be only source of knowledge and this could be best achieved in the

solitude of a Himalayan peak in shade of a Banyan tree in the seclusion of jungle. This was not peculiar to India. Even in Plato's Republic slaves were devided education.

Since independence efforts have been made to break the dichotomy between work and education by introducing work experience in school and by vocationalisation of the secondary education and professionalisation of higher education. Special incentives and facilities are also being provided to bring the traditionally working Classes (SC) within the fold of educational system.

Tribes.

The scheduled tribes in constitutional terminology form yet another group of deprived in our country. As per 1981 census they numbered 49.8 million (excluding Assam and Karnataka), constituting about 7.9 percent of country's total population.

The tribals differ greatly in stage of their development but they share certain common characteristics which make them out as one of the most disadvantaged groups.

In the first instance they occupy tracts of slopy land, hills and forests having been ousted from great fertile valleys. They are in command of poor resource regions. Secondly, the communication and infrastructure in the area is little developed which has led to the isolation of tribals from rest of the world as well as from one another. Lack of cross fertilisation of ideas has been responsible for hampered growth and advancement. The physical isolation of tribals and the system of economic exploitation acted as a serious constraint to their educational development.

Since independence efforts have been made to make tribals part of national stream by introducing common political institutions in the areas, and by enrolling them in services as a matter of deliberate policy. Education has been considered as an important input in tribal development and in the various five year plans increasing allocations are being made for the welfare of the tribals in education. Number of special incentives and facilities have also been provided with a view to enable these groups to avail the educational facilities. As a result literacy

rates of ST have improved from 8.3 percent in 1961 to 16.3 in 1981. Enrolment have also increased at various levels of education.

Women's Education.

Confirming to the low status women have been enjoying in our country, the education of women has always been totally neglected. It was only in the hoary age of vedic Aryans. When women enjoyed equality of status and educational opportunity with man. But during the succeeding centuries women were put at a disadvantageous position, socially, economically and politically.

During the muslim period of Indian history, the Maktabas attached to the mosques, and Tols and Pathshalas attached to temples did not enrol girls. Child marriage among the Hindus and Pardah among the Muslims prevented the spread of girls education.

During the advent of British rules, in 1854 that Wood's despatch advocated the promotion of female education.

The education resolution of the government of India of 1913 also reported that the education of girls remains to be organised, and emphasised the necessity of increase of women teachers in girls schools.

In 1947, there were very limited schools for girls especially in the rural areas.

It was during the post-independence period that education of girls has received attention at the hand of the Central and the State governments.

At the time of independence to education of women as compared to man was very low - their literacy rates being only 7.9 percent as against male literacy rate of 24.9 in 1951. In higher education the total enrolments of female in 1950-51 was only 43, 126 and they represented 10.9 percent of the total enrolments at this stage

Since independence women have been legally accorded a place of equality. The first five year plan of the country went as far as to say that objectives of women education could not be different from men's education. The education commission and committee on the states of

women carried these views further. But the latest official document on curriculum for 10 years school again resurrects the restrictive view about women's education. It is this great ambivalence regarding role of women and purpose of women education that even today great disparities are observed in education of males and females not only in literacy rates and enrolment ratio at various levels, but more so in their preponderance in liberal courses which effect their status in the society. The disparity index of male-female literacy has however come down from .54 in 1951 to .33 in 1981. There has been a large scale expansion of facilities for girls education since 1950-51.

Now at present women education is possibly the foremost challenge for the educational planner and administrators in this country. Although it is true that there is substantial awakening in this regard as a result of several programmes and activities initiated for accomplishing the twin target of Universalisation of elementary and adult education, the alarming figures of school drop-outs and consequent rising number of female illiterates in the country call for urgent attention and concerted action. The education of women is of even

greater importance than that of man. She is now adopting a career of her own and sharing equally with man, the responsibility for the development of society, in all its aspects.

The National Policy of Education i.e. 1986 it is worthy to note, holds out a promise that education will be used as an agent of basic change in the status of women. The Programme of Action published by the Ministry of Human Resource Development, (Education Department) government of India, mentions gearing the entire education system to plan such a role, to create dynamic managerial structure to cope with the targets envisaged and to encourage educational institutions to take up programmes which directly benefit the community and bring about the empowerment of women.

...

PART TWO
BIBLIOGRAPHY

LIST OF JOURNALS AND NEWS PAPERS

<u>Name</u>	<u>Place</u>	<u>Frequency</u>
Bombay Civil Journal.	Bombay	Quarterly
Cambridge Journal of Education.	UK	..
Community Development Journal.	England	..
Economic & Political Weekly.	Delhi	Weekly
Economic Times.	..	Daily
Education & Urban Society.	US	Quarterly
Education Quarterly.	Delhi	..
Educational Administration Quarterly.	US	..
Educational Psychology.	UK	..
Educational Review.	Madras	Monthly
E.P.A. Bulletin <u>See also</u>	Delhi	Quarterly
Journal of Educational Planning and Administration.		
Exceptional children.	US	6/yr.
Experiments in Education.		
Financial Express	Delhi	Daily
Harvard Educational Review	Cambridge	Quarterly
Hindu	Madras	Daily
Hindustan Times	Delhi	..
Indian Education	Agra	Quarterly
Indian Educational Review	Delhi	..

Indian Express	Delhi	Daily
Indian Journal of Adult Education	,,	Monthly
Indian Journal of Social Research	,,	Quarterly
Indian Journal of social work	Bombay	,,
Islam and Modern Age	Delhi	,,
Journal of Education & Psychology	Gujarat	,,
Journal of Educational Planning & Administration <u>see also</u> E.P.A. Bulletin.	Delhi	,,
Journal of Educational Research	Washington	Bi-monthly
Journal of Higher Education	Delhi	Quarterly
Journal of Indian Education	,,	Bi-monthly
Journal of Karnataka University	Dharwar	Quarterly
Kurukshetra	Delhi	Fortnightly
Mainstream	,,	Weekly
Man & Development	Chandigarh	Quarterly
National Herald	Lucknow	Daily
New Frontiers in Education	Delhi	,,
New Quest	Poona	Bi-monthly
Perspective in Education		
Progress of Education	Poona	Monthly
Quarterly Economic Report	Delhi	Quarterly
Radiance	Delhi	Weekly
Seminar	,,	Monthly

Social Action	New Delhi	Quarterly
Social Change
Social Scientist	Kerala	Monthly
Social Welfare	Delhi	..
Sunday Standard <u>see also</u>		
Sunday Indian Express	..	Daily
Teacher Today	Jaipur	Quarterly
Times of India	Delhi	Daily
Tribal Research Bulletin	Bhopal	Semi Annual
University News	Delhi	Fortnightly/ Weekly
Yojana

EDUCATION, DISADVANTAGED GROUPS

1. CLARKE (H). Multi-cultural education: A whole school approach. Cambridge Journal of Education. 12, 2; 1982; 82-6.

The author pities the fact that multi-cultural education is often misunderstood and is used to justify third rate attempts to meet the needs of minority populations. The author contends that to become multi-cultural education, the following criteria must be satisfied: (1) It affords opportunities for equality to pupils of all ethnic and cultural origins. (2) It extends the range of cultural options open to all. (3) It adheres to sound pedagogical principles of starting with linguistic and cultural experiences of the child. (4) It promotes community harmony and coherence. For multi-cultural education to work; it must be a focus of the entire curriculum rather than pulling students out of the curriculum for third rate experiences.

2. NASIRUNNISA BEGUM. Turning literates into learned. Hindu. 1979, Mar 5; 7: 3-8.

Literacy should make men learned. When there

is so much need for a rigorous campaign for literacy, there is a greater need for campaign for turning the literates into the learneds.

3. RATHNAIAH (EV). Education for equality. Indian Education. 10, 182; 1980, April-May ; 35-9.

The government is making efforts to provide for equality of education, its major thrust on quantitative expansion to realise the constitutional directives of universalisation of primary education and to provide for secondary and literary education for larger numbers in response to public demands, has had its inevitable impact on the dilution of quality of education and the principal of equality is likely to be undermined in the process, perhaps leading to the widening of inequalities and disparities.

4. SEN (Ashoke Mohan). International year of the handicapped - Education of the disabled. Education Quarterly. 33, 3; 1981, July ; 5-7.

The handicapped comprising the blind, deaf and dumb, mentally retarded and crippled, count for nothing and labelled as one of life's losers. Since

independence some important steps have been taken in the matter. The Indian Council for Children Welfare set^{up} in 1952, collects material relating to child welfare especially in the field of the handicapped and functions as a research centre. There is also the National Advisory Council for the handicapped (NACH) composed mostly of educationists and psychologists to advice the government on education and employment of the handicapped.

---, CHILDREN

5. JAYAPRASADARAO (JT). Education of the disadvantaged. Education Quarterly. 37, 1; 1985; Spring; 15-7.

The disadvantaged children are to be found in every region of the world. Disadvantage retards the child, Kills his talents, stunts his growth, Wounds his potentialities and ultimately results in wastage of the creative potential. In this article author discussed the confined to the education of the disadvantaged children and will endeavour to define, What disadvantaged is; identify the advantaged and find out their problems. Attempts is also made to find out educational situations to their problems.

--,-- , in relation to DEVELOPMENT, RURAL

6. CHUNDER (PC). Linking education with rural development.
EPA Bulletin. 1, 2; 1978, July; 12-7.

This article deals with the linking education with rural development. It is emphasised the coordinated approach of linking education, With development was of vital necessity in our country. Author suggests that we would try to motivate adults to get educated by emphasising skill formation through education and there by increasing their productivity.

7. TILAK (Jandhyala BG). Education and rural development.
Man & Development. 4,4; 1982; 65-77.

This article is a modest attempt to describe and analyse the relationship between education and rural development. Section 2 of this article has discussed briefly the concept of rural development and the various strategies adopted for rural development. Section 3 discusses the role of education in rural development, drawing heavily from empirical evidence as well as the relevant theoretical research. Planning of education in rural India with emphasis on

elementary education forms the content of section 4.
A few concluding observations are made in Section 5.

--,--, MENTAL

8. BARKI (BG). Mentally Retarded: Their education.
Educational Review. 87, 11; 1981, Nov; 201-3.

Education is the right of every citizen of a democracy. While efforts are taken to cater to the needs of the average the gifted, the physically handicapped, the socially and economically backward, it is a matter of regret to observe that the mentally retarded are very much neglected. These individuals need to learn at a slow rate and can do so chiefly through frequently repeated practical exercises. The classes must be always workoriented and be like a workshop. Handling the unfortunate retarded is an exacting complex but yet an exciting experience for the teacher provided he does it with love and compassion.

--,--, MENTAL and PHYSICAL CHILDREN

9. BURKE (Toby). Special education of handicapped.
Educational Review. 86, 10; 1980, Oct; 189-90.

During 1981 International year for disabled persons the experts urged Unesco to seek to break down the barriers which keep handicapped children from being educated in regular schools. They called for regional workshop to design teacher training curricula to prepare for such an integration.

10. FAZELBHOY (Rehmat Sultan) . Help the disabled join regular day schools. Social Welfare. 27, 12; 1981, March 14-6; 44-5.

For a country like India which has limited resources as its disposal, the most effective method of reducing the cost of educating disabled children is to send such children to regular day schools. Because of the very large number of disabled children of the school going age, it will be impossible, for decades to come, to have a sufficient number of residential schools to meet their educational requirements.

11. JETLEY (JC). Striving for full participation with equality. Social Welfare. 27, 12; 1981; 4-7.

Providing education for handicapped children is the debt due from the present to the future generation and every handicapped child has the right to be educated not merely because he must learn to do a job but because he too is a person entitled to the basic human rights.

12. JOSHI (Uma). Integrated education for disabled children. Education Quarterly. 33, 4; 1981, Oct; 13-4.

India has witnessed phenomenal expansion of educational opportunities since the attainment of independence. However the disabled have not yet benefitted in any substantial manner from the growth in educational facilities. Education of handicapped children, including mentally retarded has always had obstacles that are seemingly insuperable. It is encouraging to note that the draft National Policy on Education has recommended the objective is to place the disabled children in ordinary schools for imparting education. With the help of special teachers, aid and other resources.

13. JOSHI (Uma). Integrated education for disabled children. Yojana. 27, 20; 1983, Nov 1; 23-4.

The author describes that a child's mental ability grows in proportion to the stimulation and care that a child receives. Handicapped children educated in normal school with normal children get better stimulation to learn different skills. Integrated education scheme for disabled children is a step in the right direction.

14. MOHANTY (Jagannath). Education of the Handicapped children. Educational Review. 91, 1; 1985; 11-5.

Handicapped children are ^{no} longer regarded as the burden of the nation. They are made assets of the society and useful citizens of the country. The Education Commission (1964-66) has rightly observed; "their education has to be organised not merely on humanitarian grounds but also on grounds of utility. Proper education generally enables a handicapped child to overcome. Largely his (or her) handicap and makes him a useful citizen". Since education is regarded as the lever for the upliftment of the handicapped children, special schools are being provided for the

deaf, blind, crippled, mentally-retarded and socially deprived children. Syllabus and curriculum for the handicapped children should be designed according to their special needs and conditions.

15. MUKKAVILLI SEETHARAM. Education of the disabled.

Education Quarterly. 36, 3; 1984; 32-4.

The author analyses that education of the disabled is a gigantic task. It requires multipronged efforts through multisectoral coordination. The thrust for the seventh five year plan has to be on provision of at least primary education for all disabled children. This would inter-alia, call for substantial strengthening and expansion in the educational services including the special schools and scholarships so as to cover larger number of disabled persons. Unless investments in education of disabled are accompanied by adequate opportunities for employment of disabled their rehabilitation would remain a distant reality.

16. PANDA (KC) and PANDA (Anita). Education of disabled, integration and mainstreaming: A Sociological perspective.

National Journal of Education.6, 1; 1983; 1-6.

The concept of integration or mainstreaming means "Mainstreaming is the education of mildly handicapped children in their regular classroom. This means that mildly handicapped students are placed in the regular classroom. The regular classroom will take care of their basic needs and deficiencies by making arrangement for a resource room and resource teacher. The primary emphasis here is that the handicapped child will sit with the normal child in the same classroom, he will have access to equal educational performance and he will be brought up under least restrictive environment. But it aims at educating the disabled child to attain knowledge, social skills and economic sufficiencies within their limits.

17. PANDA (KC) and PANDA (Anita). Special education: An interdisciplinary approach for education of the young disabled. National Journal of Education. 6, 2; 1984; 48-58.

Special education is viewed as a mixture of direct service activities and indirect support services. Hence at this stage, when we are planning education of

the disabled. We should consider in depth our own objectives. Admission of mildly disabled to a regular school is not the answer, this may only fulfil physical integration, not integrated education sending a profoundly handicapped to a special institutions may be only to institutionalise him and not to educate him within the limits of educability. Unless a pragmatic view is taken for structuring an administrative framework the programme will remain as "disabled" like "disability".

PRE SCHOOL

18. RAMA RAO (K). Disabled and the New Education Policy.

Social Welfare. 33, 6; 1986, Sept ; 11.

As the country is getting geared to enter the twenty first century, the disabled community in India also looks forward to geater hopes. It is of great importance that while finalising the educational policy, the education of the handicapped should be given a special status. To have uniform policy in regard to all schools for the disabled special provision should be made for the education of disabled children of the pre-school age. The system of integrated education should be expanded at the school and college level.

There is also the vital need to open adult education centres for the adult disabled.

PROGRAMMES

19. NAYAR (D). Planning for the handicapped. Education Quarterly. 33, 4; 1981, Oct ; 10-12, 21.

In a welfare state with its commitment to the man on the last rung of the Ladder, the physical, social and mental rehabilitation of the handicapped assumes special importance. The broad categories and their numbers, according to the present information available, are as follows:-

Category	Total Population	No. of Children
the Blind	4,000,000	400,000
the Deaf	1,500,000	300,000
the Orthopaedically handicapped	4,500,000	400,000
the mentally handicapped	2,000,000	1,400,000

In 1964 Govt. of India started a Model Schools for the mentally deficient children in New Delhi. The conviction they carry will be in proportion to their dedication.

-,--, MENTAL, CHILDREN

20. DAS (Lakshahira). Education of the mentally retarded children. Educational Review. 85, 12; 1979, Dec ; 225-9.

The mentally retarded children represent the lower groups in the intelligence scale, some of whom have a score just a little above zero. Children who are inferior mentally tend to be under the average physically, socially and morally. The academic programme for such children should be based on: Personal and emotional adjustment, Social and economic adjustment. Those three principals should form the unifying core of the total programme, each directly related to the other. Lastly, the author mentioned that the problem of the mentally retarded children cannot be handled by mass methods. Programmes should be devised on the basis of individual needs and problems as far as practicable.

21. HAGERTY (George J) and ABRAMSON (Marty). Impediments to Implementing National Policy Change for mildly handicapped students. Exceptional Children. 53, 4; 1987; 1987; 315-23.

This article describes the current public policy

environment and the impact of that environment on efforts to refine the system for serving mildly handicapped students. The author discuss the accelerated growth in the numbers of mildly handicapped children which has prompted educational decision makers to seek more effective methods of assessment, identification, and instruction. Specific areas requiring attention and response are detailed, including revisions in the service delivery system, the preparation of personnel, the administration of program and funding structure, and the management and use of existing national and state data basis.

22. PARIKH (Jyoti) and CHILLON (Raymon). Integrating handicapped children into the regular class: An evaluation. Journal of Indian Education. 9, 4; 1983, Nov ; 47-57.

In the past educational programmes for developmentally handicapped children have viewed educational objectives for these children, as different from those for the normal. The present study was undertaken with a view to measuring how far the benefits of integration could be stretched by providing opportunities to developmentally handicapped children in the normal pre-school

setting. The result of the study clearly indicate that young developmentally handicapped children can show a marked behavioural change if a strategy which makes scope for developing potentials to the maximum is adopted.

23. REDDY (NY). The place of the mentally retarded in Indian Society. Indian Education. 9, 1981; 1980, Jan-Feb ; 43-6.

The author analysis that there is a need to recognise mentally retarded children as useful future citizens who can make a contribution to society, through in a smaller way. The educationist, the administrator and the social worker should co-ordinate their activity in the identification of the retarded and working out of the above strategies of training.

24. VIRCENSKI (J). Vocational education for disadvantaged learners. Curriculum Report. 13, 5; 1984; 17-23.

Disadvantaged learners are youngsters conditioned by backgrounds and out of school experiences that seriously reduce their chances of success in most customary school settings; students who have

difficulty with reading and writing assignment, for whom simple mathematical calculations may be impossible, and who have problems comprehending oral assignments. These students are often withdrawn or disruptive, may display disrespect for others property or authority, in school and out the author found that schools use three options when putting their curriculum for special needs students into operation. Other may function better.. in separate, self-contained classes which are specifically designed for disadvantaged learners. A third option is a co-operative education programme getting work experience.

25. UDWIN (Glee) and YULE (W). Spelling remediation: a single case study. Educational Psychology. 4, 4; 1984; 285-96.

An 11 year old spelling retarded boy was exposed to two different remediation programmes over 21 weeks. The first phase was on a machine which allows two attempts at spelling a given word before presenting it correct spelling on a visual display panel. In the second phase, a rule based approach was introduced to teach those words which the child had failed learn

in phase 1. By the end of phase 1 the child had mastered over half the stimulus words. The study did not allow for comparison of the relative efficacy of the two approaches. It was concluded that remedial instruction needs to span a much longer time period if it is to result in significant long-term improvement in spelling skills.

-,--, PHYSICAL, BIHAR

26. SHARMA (B). Physically handicapped scholars in Bihar. Social Welfare. 24, 12; 1978; March; 23, 3.

In order to provide educational reliabilit-
ation to the blind, the deaf and dumb and the ortho-
paedically handicapped, the govt. of India instituted
scholarship programme since 1955. The scholarship is
made available for general or vocational education
beginning with the standard VIII of the high school.
Below this standard they are provided with state
government scholarship. This programme has undergone
several revisions, as the focus of this scheme centres
around the handicapped pupits, it caters to the needs
of those parents income does not exceed Rs.500/- per

month. Because of the fact the scheme has a small budget as the country, the scholarship is awarded to those students who obtain at least 40% marks in aggregate in annual examination. The students in the age group of 14-30 years can get benefit of this programme.

-, -, BLIND

27. PATRA (AN). Education and Training for the Blind in India. Social Welfare. 28, 182; 1981, April-May; 40-41.

The government should direct its attention towards solving the problems of education and training for the blind urgently and effectively on an all India level. Comprehensive legislative measures should be taken by the states and the centre to safeguard the educational interest of the blind children and adult alike.

-, -, -, AIDS

28. PRABMAKAR SINGH. Aids for the Blind. Journal of Indian Education. 13, 3; 1987, Sept; 19-9.

There may be many criteria or systems of classification of aids for the blind. The different groups

of the aids for the blind are given just Mobility aid, Reading aids, Writing aid, Recording aids, Scientific aid. The another outlines the role of different aids to blinds.

-, -, -, CHILDREN

29. NISHT (AR) and PATHANI (RS). Educating visually-handicapped children. Educational Review. 92, 10; 1986; 178-79.

Defect or shortcomings pertaining to vision may be referred to as visually handicapped. Educational systems for visually handicapped children, as they can study with average children in an average class. Their education also needs to be scrutinised from vocational angle; the following systems, either singly or in group, can be implemented for category second students: (a) Extra Class System (b) Parallel Class System (c) Special Class System (d) Enriched Class System and (e) Special School System. For blind children, special schools are a must where they can be taught by braille method.

30. NAIR (V Gopinathen). Integrated education for the visually handicapped in Kerala. Social Welfare. 34, 5; 1987, Aug; 68.

Educating the visually handicapped children along with the sighted, with the help of Resource Teacher, is known as integrated Education. Integrated education provides the special advantage has been in operation in Kerala State for well over 22 years. The present study is confined to six schools in Kerala that have been implementing integrated education for the visually handicapped.

31. SHARMA (RS). Supervision of schools for visually handicapped. Education Quarterly. 36, 1; 1984, Jan; 36-45.

The article reflects academic supervision of school for visually handicapped children will have some meaning if accompanied by orientation of the parents, community members, sighted classmates and more particularly teachers, with regard to their proper attitudes towards the visually handicapped children. Supervisory behaviour in these institutions will render help and guidance to teaching and non-teaching staff establish linkages with the local community to enrich instructional programme of visually handicapped children.

-, -, -, -, PRE SCHOOL

32. PRABAKAR (S). Pre-School training for the visually handicapped. New Frontiers in Education. 18, 1; 1988, Jan-March; 8-10.

The author describes that when we think of training program for a blind child. We must consider him as a "child" first than his blindness. As a child he needs all the inputs of a normal child, but he should be permitted to grow at his own rate without over or under estimation. Provision of opportunities and the needed training at a very young age is vital for any child and they are much more vital for a blind child.

-, -, DAEF

33. PATRA (AN). Deaf and their education in India. Education Quarterly. 33, 1; 1981, Jan; 1-2.

This article deals with the deaf and their education. The deaf should be regarded as part of our society. If the deaf be properly educated and trained they may become fully integrated useful members of society, instead of being a liability the programme of universalising of deaf person's education and vocational training merits greater attention than the

Central and State governments have hitherto been paid to it.

-, -, DISADVANTAGED GROUPS, PHYSICAL, DEAF

34. REAGAN (T). Deaf as a Linguistic minority: Educational considerations. Harvard Educational Review. 55, 3; 1985, Aug; 265-77.

The author analyses the unique problems faced by the deaf. He describes the need for deaf children to learn to deal with, both hearing and deaf cultures and therefore argues for a bilingual/bicultural approach. Despite the logic of such an approach, there are but a few such programmes in existence the author describes what would be required to implement a bilingual-bicultural program reeducating teachers of the deaf and acceptance of teachers of the deaf as equal partners in the teaching, administration, and control of programmes for the deaf.

35. SHARMA (Sunita). Aurally handicapped and their education. Journal of Education & Psychology. 43, 2; 1985, July; 125-8.

Unfortunately a very little attention has been paid to the education of the aurally handicapped in this country. Since they have language problem due to

hearing impairment, they are taught through lip reading, Sign method etc. Some other methods of teaching are suggested to be used for educating aurally handicapped like usual aids especially because vision tends to compensate for the aural deficiency. Efforts should be made at the government level to teach the deaf through these aids. It is hoped that, they may contribute in the progress of nation and be-come better integrated members of society if they are educated properly.

-,--,-, DEAF and DUMB

37. THIAGARAJAN. Deaf School and speech thrapy centre.
Social Welfare. 25,2 & 13; 1978, May-June; 20-21.

The deaf school is open to boys and girls from the age of 1½ years. It is a day cum residential School with separate hostel for boys and girls. This school has got the latest and the most sophisticated electronic and audiovisual equipments to teach speech to deaf children. Students are grouped in not more than four, and each class is equiped with group hearing aids. The consists of specialised staff drawn from various disciplines. It has three way training programme.

1. Full time special training.
2. Partial Integration with hearing children,
- and 3. Full Integration with

hearing children. The school also has secondary education for adult deaf.

36. AGARWAL (Subash Chandra). Teaching arithmetic to the deaf and dumb. Educational Review. 87, 6; 1981, July; 106-08.

Deafness and dumbness are among the six categories of physical handicaps. Stressing the need for the education of the deaf and dumb children the education commission (1966) has pointed out: "the education of the deaf and dumb children has to be organized not merely on humanitarian grounds, but also on the grounds of utility". The deaf child is dependent upon the teacher for a great deal of casual learning which are normal child acquires through listening in and out of school. That is why the teacher should present as many aspects of arithmetical concepts as are sufficient at their level at the time before the deaf child. The author suggests while imparting education to deaf and dumb children, the teacher should keep in his mind their abilities and capacities and not their disabilities or handicaps.

-, --, -, RURAL

38. PRABHAKAR (S). Education of the handicapped. New Frontiers in Education. 17, 1; 1987, Jan-March ; 23-33.

The author describes that making available trained,

educated people for the disabled of our country who are in the rural areas, the development of personnel for services of the rural-disabled and the diversification of job opportunities as seen by the policy bring new hope to the disabled community. The commitment of the policy to human values, social justice, equality to all and above everything making education an investment in the present and future provides the basis for for planning and developing programmes for the disabled of our country.

-,--, SOCIAL,ADULTS

39.ADULT EDUCATION. Patriot. 1978, June, 29.

A mass movement for wiping out adult literary prevailing in our country cannot be build by relying primarily on the bureaucracy. Efforts made in the past to deal with the curse of illiteracy produced in - different results because the adult education drive was not based on and linked with the socio-economic problems of the learners.

40. BOWN (Lalage). Adult education - Concepts and trends. Indian Journal of Adult Education. 48, 1; 1987, Jan-March; 19-23.

Drawing largely on the conclusions of the Fourth International Conference on Adult Education and on the ideas which emerged at some other less formal meetings, Prof. Bown had prepared a study clarifying the concepts and identifying some major trends in adult education.

41. CHALLENGE OF Adult Literacy. Hindu. 1978, July 15; 8:4-8.

Wasted, half-hearted uninspired these terms could be applied to the efforts so far to wipe out adult illiteracy. The defects have been recognised and a new programme to be launched shortly, is so planned as to avoid them. Motivation has been recognised as the key.

42. JOSHI (Uma). Adult Education: An intermediate measure. Patriot. 1986, Feb 19; 4:2-7.

Over 48.8 million children in the 6-11 group in India today - 22.7 million boys and 26.1 million girls - are illiterate. A large percentage of them will perhaps grow as adult illiterates. A free universal and compulsory elementary educational system is still a far cry

in India, where as many as 75,000 villages do not have even a primary school. While there is need for adult education, it cannot be a substitute for universal elementary education. The major approach of the National Adult Education Programme (NAEP) has to be to take non-formal education to the door steps of the rural adult at a time most convenient to him and in a manner sustaining his interest. It is therefore, necessary that a large number of adult education teachers come from the community from whom a programme is organised and that the instructional material is revised from time to time.

43. MUTHAYYA (BC). Adult education. Kurukshetra. Dec 1; 21-6,28.

This paper is an attempt to give a brief view of the programme of adult education that has been under implementation in the country for the past six months. It generally reflects the type of activities that are proposed to be under taken in the programme along with certain observation relating to its implementation.

44. POWER TO the people. Indian Express. 1978, June 23; 6, ed.

After 30 years of independence, two out of every three Indians are still illiterate. Indeed the proportion of illiterates in the population has increased during this period in spite of the much advertised spread of schools and higher education. The notion has prevailed that once the young are sent to schools they will in due course grow up into educated adults and adult illiteracy will disappear.

45. TOO AMBITIOUS. National Herald. 1978, Sept 25; 5. ed.

Educating an adult is more difficult than educating a child. An important issue in adult education planning is motivation of adult learners. Men and Women cannot be forced to participate in any programme, particularly one to which they are not accustomed. Even if they can be persuaded to participate in an adult education programme, the problem is to make them sustain their interest in it. The majority of the illiterates belongs to the sections who have been traditionally poor, particularly the Harijans and the tribal people. Most of them do not attach importance to education; some infact resist literacy programmes.

46. VENKATARANGACHAR (HK) and RAVINDRANATHA (MN). Objective landable, performance poor. Hindu. 1982, April 13; 19: 1-3.

By and large the performance of the adult education programme has been uninspiring. Many reasons may be cited for the poor results. Lack of text books and audio-visual aids, teaching methods, ill equipment of the adult educations are some of them.

-, --, --, --, FUTURE

47. VEERA RAGHARAN (J). Challenge of adult education in 2000. Indian Journal of Adult Education. 48, 1; 1987, Jan-March; 4-8.

Survival, justice, economic development, equality of life and environment, says the author would be the order of priorities in the 21st century. We can achieve these objectives through adult education by converting our population into resources. It is important he stresses to realise that mere numbers do not constitute resources.

-, --, --, --, in relation to DEVELOPMENT

48. AMRIK SINGH. Adult education as liberation. University News. 18, 21; 1980, Nov 1; 593-5, 600.

There are two ways of looking at this issue. Either

one waits for the liberation movement to grow in strength so that it can succeed and pave the way for that phase of social development. When education becomes a right for every body. Or one looks upon adult education as essentially a movement for liberation. But there should not be no doubt that the struggle for it contributes towards liberation social as well economic. Whatever may be its role and character elsewhere, in the underdeveloped world the struggle for adult education is a struggle for liberation.

49. DUA (MR). Role of adult education in development.

Financial Express. 1978, Dec 30; 4:3-8.

The adult education programme is a follow up measure of its own kind initiated with abundant govt. financial support. Under the programme each adult would be ensured 350 hours of teaching each year. Of this period 200 hours would be for literacy and 150 for instruction in other areas such as health, modern techniques of agriculture and for women's training in handicrafts and other ancillary fields. Adult education in India can help expand productivity both in farms and factories and increasingly add to the general well being of the masses.

50. RAGHUNANDAN SINGH. Adult education to improve quality of life. Patriot. 1984, Aug 4; 9:2-5.

The adult education programme launched in this state five years ago, mainly addresses itself to the unlettered rural adults in the age group 15-35 who for their lack of literacy, awareness and skill find themselves handicapped in participating in the developmental schemes of the country as also in improving their own economic and social lot. Adult education in its precept and practice aims at salvaging this disabled and disadvantaged chunk of the population and harness its energy to the aggregate advancement of the country. Adult education is infact the rehabilitation of the educationally handicapped adult in his best. Improving the quality of the life of the people is the most important objective of the sixth plan.

-, --, --, > KERALA

51. PILLAI (K). Adult education drive in Kerala. Social Welfare. 27, 5-6; 1980, Aug-Sept; 58-60.

Through un biased efforts at coordination and consideration of the work already being done in the adult education drive it is possible to achieve the target of cent percent literacy in the state in the near future.

-,--,--,> METHODS

52. SAHAI (SN). Adult Learner. Statesman. 1978, March 19; 1:5-7.

Is the adult learner as adept at his studies as the school child? What advantages and handicaps does he have? The author discusses the findings of research studies on adult education and argues that the traditional pattern of teaching is unsuited to the very different problems and goals of the adult learner.

-,--,--,> NON FORMAL

53. ADINARAYANA REDDY (P). Non-formal education. University News. 22, 32; 1984, Aug 23; 3-4.

Non-formal education has a much more important role in educating people in relation to the institutions that surround them and supposed to serve them. Youth and adults can be taught to understand institutions to learn to put appropriate demands on them and to make them both responsive and accountable to the people. If the promises of non-formal education are to be fulfilled, careful insight and planning is needed. The problems of making education more effective through the innovative non-formal alternatives are worthy of a thorough search for solution.

54. JOSHI (Uma). Adult education drive: Some imperatives.
Sunday Standard. 1978, Dec 10; 2:6-7.

Non-formal education should not be looked upon as education for other people's children or people of no significance. Investment should be made in a very big way as it would cover a much larger population than the formal system. If there is a paucity of funds resources allotted to formal education should be diverted to non-formal education.

55. MOHANTY (Sunil Behari). Non-formal approach in Education.
Progress of Education. 55, 4; 1980, Nov; 23-7.

Any one form of education is incomplete. Formal, informal and non-formal education must be kept open, of course for different kinds of learners. Non-formal education is useful to those learners who are dropouts and adults and who wish to learn and continue their education. Adult education must be based on non-formal approach where the learners learn by actual experiences guided by teachers. The author has covered all the aspects of non-formal education and explained it in detail.

56. PANDIT (Indu). Non-formal education: A perspective.
Indian Journal of Adult Education. 41, 12; 1980 Dec;
 13-9.

Non-formal education is a new concept, a new thrust forward to accelerate the pace of development in self-education. In the present article, the author explains what nonformal education stands for why is it required, its broad objectives its thrust and focus, its content, organizational concept, and the various agencies, which can be mobilised from different fields for a massive action-oriented programmes.

57. SOOD (GS). Making adult education programme a success.
Yojana. 32, 11; 1988, June 16; 4-7.

The author here points out that the adult education programme has not achieved the desired results because of many hurdles. These according to him, are lack of commitment on the part of the implementing agencies, lack of missionary zeal, inadequate social support, non-involvement of voluntary agencies and, to some extent, the fatalistic attitude of the illiterates. Therefore the author feels that this programme can become quite effective if it is linked with development schemes and the people are motivated to actively take part in it through judicious and extensive use of mass media.

-,--,-,--, in relation to DEVELOPMENT

58. AGGARWAL (JP). Non-formal adult education programme -
An aid to rural development. Education Quarterly. 31,1;
1979, April ; 1-3.

Non-formal education differs from formal education in the sense that it takes place outside the formal school system. It aims at promoting the socio-economic conditions of the people. It is open to the young and the old women and children. The picture is more gloomy if we talk of the rural masses where 80 percent people are illiterate. Ours is a rural based country and a majority of India's work force is employed in the agriculture sector, which is still steeped in poverty and illiteracy. We cannot dream of being a self-dependent and literate country until the lot of the rural adult improved. It is not only knowledge that is needed but an approach which must be able to supply right knowledge and tools to the right person at the right time and place.

-,--,-,--, PROGRAMMES, NAEP

59. MUTHUKANNAPPAN (T). Incentives for adult literacy.

Hindu. 1980, May 20; 3:4-7.

The adult education programme revived with great enthusiasm on Oct 2, 1978 by the central government under the name National Adult Education Programme (NAEP) seeks to teach 65 million illiterates, in the age group 15-35 during the Sixth Plan Period. During the year the season for conducting the adult education classes for the adults had to be planned with due care and caution taking into consideration, the period or periods of adult worker in the area might be free from work. Not more than an hour and a half should be the duration of each class, film shows every week discourses. Classes should be held for oil, five days in a week.

60. RAGHAVENDRA PRABHU (M). Lack of will to tackle adult illiteracy. Deccan Herald. 1979, Dec 5; 6: 2-5.

The ambitious massive national adult education programme (NAEP) - a Programme to extend educational facilities to approximately two million illiterate persons within about five years.

61. SRINIVASAN (Usha). Adult yas, education no. Eco Times. 1980, Dec 14; 5: 1-4.

Mahatma Gandhi's vision of people's education was built into the assumptions on which the policy

statement on adult education was based. The national adult education programme was launched on Oct 2, 1978. Another discuss the aspect of voluntary agencies and their role in NAEP that need careful consideration. It is necessary to evaluate the NAEP and the work it has done since it was first launched. It became necessary to evaluate the level of commitment of the government in creating social awareness and improving the status of the backward classes.

-, --, -, r, PROGRAMMES

62. MOHSINI (SR). Creation of environment of eradication of illiteracy. Indian Journal of Adult Education. 48, 1; 1987, Jan-March; 52-6.

To prevent a campaign for the eradication of illiteracy from becoming counter productive the author stresses that multidimensional efforts need to be made prior to its operational stage mobilizing all sections of society. It is only after this mobilisation effort has been initiated that nation and state commissions set up to work out policies and strategies for assigning responsibilities and coordinating activities of various departments and agencies, should get into operation.

-,--,--, role of GOVERNMENT

63. PARIKH (Ram Lal). Reviewing the adult education movement. Indian Journal of Adult Education. 45, 4; 1984, April; 3-4.

Describes that with the inclusion of adult education in the prime minister's 20 programme the adult education programme in the country has received a reviewed thrust. The author suggests measures to further strengthen the programme. These include formation of a national board of adult education; widening of Supervisor's^{role} to promotion of learning process outside the literacy class; converting literacy centre into on going community education centre; simultaneous beginning of literacy and post literacy classes; and increasing involvement of voluntary agencies with high level discussions for outlining their role.

-,--,--, role of MASS MEDIA, COMMUNICATION

64. MOHANTY (BB). Adult education and mass media for civic education; A critical approach. Indian Journal of Adult Education. 46, 9; 1985, Sept; 10-16.

Adult education, when properly translated into operational terms, is reduced to a series of communication tasks, and therefore needs the support of the

communication media, materials and structure ... the communication media also need the support of adult education so that the messages are understood, perceived and favourably treated by the intended audience.

---,---,---, role of STUDENTS

65. ADISESHIAH (Malcolm). Mass campaign for the adult literacy. Indian Journal of Adult Education. 46, 8; 1985, Aug; 2-3.

With the time running out for meeting the dead line that we have set for eradicating illiteracy from our country, a programme on the lines proposed in the present article - of complete involvement of all the students of higher secondary schools, Colleges and Universities for six months continuously - can be our only hope.

66. MOHANTY (BB). Unlettered millions; A Challenge for all students. Statesman. 1982, May 24; 6:3-5.

Discussing the question of involving students in the programme to eradicate adult illiteracy, the author pinpoints the failure of the "Project" approach through colleges and universities where the degree of student

involvement is low. He presents the case for involving the entire student population at the plus two and College levels even making adult education a compulsory subject. Pointing out that the motto "each one teach one" has worked in other countries but remains a slogans in India. The author outlines a programmes which would involve all students and selected staff in the drive to eradicate illiteracy in the process benefiting both sides.

-,--,--,-,--, NATIONAL SERVICE SCHEME

67. RAWAL (V) and DHOUNDIYAL (NC). National Service Scheme: Avenue for adult education in rural Kumaon. Indian Journal of Adult Education. 44, 12; 1983, Dec; 29-9.

Started with the objective of providing university students opportunities for national service and developing among them a sense of participation in the nation building activities, the National Service Scheme is well suited for launching adult education drive in any area. Identifying the needs and requirements of Kumaon a backward area of the state of Uttar Pradesh, the author out-lines the role of that NSS volunteers can

play in educating the people there and in bringing the area into the mainstream of national life.

-,--,--,role of UNIVERSITIES AND COLLEGES

68. MALLICK (Asmi Raza). Anatomy of adult education in India. Patriot. 1986, Dec 27; 4: 2-7.

There has been much discussion in recent years about the role of University and College in the adult education programme. The Universities in our country have a special responsibility for making adult education available to all who are capable of receiving it. But most of the Universities and Colleges have become just show pieces. This is not to deny the significance of the adult education centres in a University and colleges and its diversified role. Only then the Universities can transform Indian Adult Education Programme into an integral part of the University curriculum in the form of a national service. The non-issues in the educational reforms should be avoided till the majority of the Indian people become literate.

-,--,--, role of VOLUNTARY AGENCIES

69. GEETA RAM. Eradication of Illiteracy by 1990: The role of voluntary agencies. Indian Journal of Adult Education. 46,8; 1985, Aug; 10-17.

Inadequate grant and delay in its release are the most common grievances that voluntary organisations have had against the government. The author while discussing the role that voluntary organisations can play in achieving the goal of eradicating literacy by 1990, has a close look at these grievances.

70. MOHANTY (BB). Helping to educate; crucial role of voluntary agencies. Statesman. 1982, June 26; 6: 3-5.

Welcoming the revival of the adult education scheme for voluntary agencies, the editor expresses reservation about the state government's involvement. He feels that directment in its implementation of grants from the union education ministry would save time, as well as obviate the possibility of corruption. The author also urges assistance to the numerous small voluntary organizations who are keen to help a "continuous dialogue" between voluntary agencies and the education ministry, and greater respect for the former's autonomy.

manual work. The rural area of our country is still backward in comparison to the rural areas of the other developed or advanced and semi-advanced countries. To uplift the standard of life in Indian villages through education. To play a role in respect of rural development, Non-formal education for non-school going children in the age of 6-14. Secondly adult education for youth in the age of 15-25. For the NAEP should be adopted as well as implemented in rural areas for our country.

73. SOLANKI (BV). Adult education : Means of rural development. University News. 17, 14; 1979, July 15; 383.

Adult education is a function of rural development that means adult education primarily aims at mobilizing the rural economy and making the multi farms development of the villages. For the development of rural community, adult education is as good as money - investment, machineries and tool of new technology. Adult education is a fruitful remedy for the bottling problems in a developing country. Adult education, it is indeed a means to end the illiteracy and rural people knowledge of modern science and technology and enable them to live a prosperous and peaceful life.

-, --, -, =, RURAL in relation to DEVELOPMENT

71. ADINARAYANA REDDY (P). Adult education and rural development. Indian Journal of Adult Education. 46, 8; 1985, Aug; 4-9.

Adult education for rural development should not be viewed as a separate programme or an external input. It is part and parcel of the development process and should, therefore, be taken as an integral component of the various development programmes, with special emphasis on the needs of the poor and under privileged sections of the rural community. The adult education programmes should aim at helping the rural people to form themselves into effective learning cum productive groups. With emphasis on skills needed for economic, political and social development.

72. AHLUWALIA (SP) and DEOUSKER (MD). National adult education programme and integrated rural development. Indian Journal of Adult Education. 40, 8; 1979, Aug; 25-30.

As a big portion of our population lives in villages i.e. in rural areas and is fully dependent on agriculture, only few of them are doing some other

--,--,--,--, NON-FORMAL, W BENGAL

74. MAHANTA (D). Non-formal education for illiterate adults in rural areas of W Bengal: A Study. Indian Journal of Adult Education. 46, 8; 1985, Aug; 26-9.

The present study conducted in the rural areas of West Bengal, with the support of University Grants Commission is the attempt to identify the essential needs of learners and also the local communities. With a view to developing a need based curriculum and the related teaching-learning materials of non-formal nature of them.

--,--,--,--, AHMADABAD

75. SHARAN (Girja). Non-formal education among Workmen: An experiment in Ahmadabad. Economic and Political Weekly. 15, 35; 1980, Aug 30; M74--M84.

The formal education system has registered impressive growth since independence. But a mere increase in gross enrolment figure or development of physical facilities can only be a crude measure of expansion of education. Improvement of educational standards, or even removal of illiteracy, cannot be

ensured by mere increased allocation; What is crucial is innovative experimentation in areas of pedagogy. This paper gives an account of such an attempt at innovative experimentation undertaken among adult worker of certain small industries in Ahmadabad. These workers themselves initiated, slowly and reluctantly in the beginning and more surely later, the various stages of their learning process.

-,--,--,CHILDREN

76. AMAR KUMAR SINGH and JAISWAL (Meera). Correlates of Scholastic achievement of socially disadvantaged students. Social Change. 11, 1; 1981, March ; 23-8.

Three hundred ninety tribal Hindu and Christian school students in Ranchi were given language and arithmetic tests. On the basis of their total scores 30 High and 30 Low scores were identified and their parents were interviewed to obtain data on parental interest in child's education, behaviour, need for achievement and Aspirations. The scholastic achievement of the high/low scores were compared in various combinations of favourable and unfavourable intelligence of

the student and parental variables. Favourable parental variable enhanced scholastic achievement and even compensated for a certain lack of intelligence.

77. CHITNIS (Suma). Education of socially disadvantaged children: An unfulfilled promise and a challenge. Indian Journal of Social Work. 40, 3; 1979, Oct ; 267-81.

Among the many dreams and aspirations that modern and modernizing societies cherish for their children is the dream for free and universal schooling upto a basic school level and of equality of educational opportunity for education beyond that stage. In India this dream is enshrined in the constitutional promise of free and compulsory education for all children upto the age of fourteen and in the constitutional guarantee of equality of educational opportunity irrespective of differences in religion, caste or sex. However, neither goal has yet been realized. This paper describes some of the obstacles to the achievement of these goal and suggests ways in which these obstacles may be overcome.

78. DASH (Murali Dhar). Educational provisions for the Socially disadvantaged children. Indian Education. 10, 9 & 10; 1980-81, Dec-Jan; 30-32.

The expression socially disadvantaged children refers to children who come from families of very low socio-economic educational status. These children are so to say displaced in the society. In the most cases their culture and language may be different. The various state governments in our country have made certain provisions for the education of these children. Provision of free education, free uniform dresses, midday meal facilities; special educations for parents. Vocational education and home school community relations are some of the means of improving the conditions of socially disadvantaged children.

79. DESAI (Satya Prabha). Education of the Socially disadvantaged children. Bombay Civic Journal. 32, 7; 1985, Sept; 5-7.

Educating the disadvantaged child is relatively new and until recently an unexplored social frontier of education in India. Universalisation of education

is thus essentially a phenomenon of educating these disadvantaged children which form the major part of the Indian Society. Special remedial reading programmes should be organised for these children. School should have intensified career guidance programmes. Socially disadvantaged should be educated on all possible avenues of vocations and should be motivated to aspire for career. It is only when we overcome this attitude, that our socially disadvantaged will be properly educated and in the national interest, educated they must.

80. PANGOTRA (NN). Verbal concepts of disadvantaged school beginners. Journal of Education & Psychology. 43, 2; 1985, July; 135-40.

This study aims to examine the verbal concept development of 5+ and 6+ year old children studying in first and second grade. It also aims at exploring the differences between the general population and the disadvantaged children. Subjects for studying were 30 general population and 60 culturally and economically disadvantaged children. They were given a test of basic verbal concepts. The results indicate that the significant differences exist between the groups in favour of general population children.

81. SAMAR (MS). Promoting abilities in the disabled: A Case Study. Journal of Indian Education. 12, 1; 1986, May; 58-61.

There are thousands of children who are ignored, due to ignorance these unfortunate children ultimately become a burden on the society. If necessary facilities and competent teachers are provided by the society, may such intelligent but unlucky children can be brought into the mainstream of life. Author discussed some times the facilities and hard-working teachers alone may not be helpful in such a mammoth problem. Therefore, social awareness about such children is required. Besides, the parents do play an important role and therefore, they should also be educated.

82. SHRIVASTAVA (GN Prakash). Educating the disadvantaged children: A global review. Education Quarterly. 36, 3; 1984; 27-31.

Disadvantaged is one who is reared in a pre-school environment which fails to develop entering behaviour necessary for beginning his formal education in the public school. He is from lower socio-economic status, distinct values system and modes of behaviour. In educating the disadvantaged child, pedagogically,

three aspects required (i) Describing and accommodating the entering behaviour of these children (ii) Learning conditions of disadvantaged children and (iii) Programmes practices, teachers and guidelines. The author suggests the provision of free education to the disadvantaged children and opening the non-formal centres - these non-formal centres will cater to the need of both parents, drop-out and non-enrolled children, mothers and other adult folk of the community.

83. SUJATHA (BN). School adjustment and its relation to academic achievement of socially disadvantaged children. Journal of Education & Psychology. 43, 3-4; 1985-86, Oct-Jan; 197-205.

The study aims at assessing the levels of school adjustment and academic achievement of socially advantaged and disadvantaged children. 280 boys studying in Mysore city where administered Bhagia's School adjustment inventory. The result is eye opener that school adjustment and academic achievement are intimately related and disadvantaged group was found poor at both.

84. USHASREE (S). Verbal and non-verbal ability as related to scholastic achievement of the socially disadvantaged. Journal of Education and Psychology. 45, 1; 1987, April ; 24-30.

This study aims at comparing the verbal and non-verbal abilities and scholastic achievement of socially disadvantaged and socially non-disadvantaged school pupils. Through significant differences were not found between the two groups in non-verbal ability, the socially disadvantaged children were found to be inferior in verbal ability and scholastic achievement.

--,--,--, NON-FORMAL

85. ADINARAYANA REDDY (P) and KUMARASWAMY (T). Non-formal education in India: Prospects and Problems. University News. 22, 42; 1984, Nov 8; 2-4.

The author discussed in this paper the constitution of India provides for free and compulsory education for all children till they reach the age of 14 years. The prime minister's 16th point of the new 20 point programme also envisages the spread of universal elementary education for the age group 6-14 with special emphasis on girls. Our country's non formal

education programme is a long term plan with a dedicated effort to fulfilled promises towards the universalisation of elementary education for the drop out and non-starters. The progress of non-formal education programme is sluggish and confronted with several problems during its implementation. The problems are both academic and administrative and efforts may be made to solve them at the earlier stages itself rather than allowing them to grow to the unmanageable size.

86. BHAGIA (Sushma). Some problems of non-formal learning. University News. 20, 40; 1984, Oct 23; 6-7.

The author discussed in this article the importance of non-formal education assumes special significance because of the large number of children in the age group 6-14 continuing to be unenrolled and the substantial drop out rate of even those who are enrolled without completing minimum schooling. At present non-formal education to children of 9-14 age is provided as part time school education. Every state and union territory has evolved its own pattern of organizational structure for this non-formal education. These issues will have to be taken into consideration

for further development and consideration of non-formal education in big way in this country.

87. PADMANABHAN (BS). The unschooled and the under schooled. Hindu. 1979, Feb 8; 8: 4-7.

What are the reasons for the large number of drop outs from schools in third world countries? What steps are needed to correct this trend? These were discussed at the recent commonwealth education conference held in New Delhi. The pioneering work done by India in the field of non-formal education was highly praised.

--,--,--,--, OPEN SCHOOL

88. JITENDRA SINGH. Open School; A new chapter in non-formal education. Social Welfare. 30, 8; 1983, Nov; 31-2.

The open school, the first of its kind set up in Delhi under the Central Board of Secondary Education, helps those who are not in a position to join regular schools on account of personal, social or economic factors. The open school is open to all without any restrictions: any one from the age of 14 to 60 or beyond and who has studied upto Class VI can seek admission in the school. The candidate could be from any where in India or abroad.

-,--,--,- RURAL, FORMAL, SCHOOLS

89. BALKRISHNA (C). Priority for viable village school system. Yojana. 22, 182; 1978, Jan, 26; 59-61.

The article emphasised the viable school system which would provide the village with a strategy by which its inhabitants would cooperatively undertake the improvement of their neighbourhood and their own community by using their own efforts and their own resources. This will assume its multiple role and financial support in a big if necessary. This would help in translating into reality the objectives of a decentralised economy through district of block level planning.

90. JAIN (DP). Rural school and enrolment: A Case study of Andhra Pradesh. Journal of Indian Education. 6, 4; 1980; 40-42.

In this study the state of Andhra Pradesh has been taken up as a case study for analysing (i) the interrelationship between population size of the habitation and the schooling facility (ii) Inter-

regional differences in the Gross Enrolment Ratio (GER) and (iii) Inter-regional differences in the decline of GER as soon as the children have to walk to a school located in other than their habitation.

91. RAJPUT (JS). Views on school going. Hindu. 1981, June, 23; 19: 5-8.

Response to the call for school going is a reflection of the ability of those concerned to sell the idea of education to the rural parents. Once convinced, there will be no need to worry about any mental darkenss.

-,--,--,--,--,--, in relation to DEVELOPMENT

92. ADINARAYANA (K). A school for rural development. Indian Education. 9, 7; 1979, Oct; 8-10.

The future of India is dependant upon its talented young generation. The past attempts focussed upon Western style. Schemes for urban people and not so much upon the needs of people within rural and village areas, where most of the people live. There is a need to establish a school which focusses upon rural development and on the gradual removal of rural poverty. The betterment of health care and quality of the people in the rural communities.

93. MALLYA (Indira) and PATEL (Jaya). Education in Rural participation. Social Welfare. 25, 8; 1978, Nov; 11-3.

The author describes the present paper will deal with area of child development,, taking pre-school education specifically as media for rural development. The programme taken up by the Department of Home Science was therefore designed for family and community participation, keeping the child in focus. Opportunel a friend of the department came up with a preposition to help strengthen a newly inaugurated Bal Wadi for harijans in the rural area.

-,--,--,--, NON-FORMAL

94. SHARMA (Inder Prabha). Non formal education for the rural child. Kurukshetra. 33, 6; 1985, March; 8-10.

The author describes that non-formal^{education}/if properly imparted can help to educate and organize the rural poor and the deprived groups so that they can liberate themselves from exploitation and improve their standards of living. It has to be organized on a decentralized plan and on the principles of elasticity, freedom and dynamism. With a view to accelerate the process of a

modernisation and assuring equality to the rural youth and for bringing about the behavioural and attitudinal changes, a radical thinking on non-formal education is imperative.

---, ---, ---, ---, ---, FOLK SCHOOLS

95. DUTTA (SC). Folk High Schools for India. Indian Journal of Adult Education. 44, 8-9; 1983, Aug-Sept ; 22-4.

The present day educational system being irrelevant to their needs and requirements a large number of rural youth are unemployed. In rural areas vocational training is necessary to enable young men and women/ vocational education, education for democracy, social responsibility and create scientific attitude among men and women should be the pillars on which the edifice of folk high schools in India should be built.

96. RELEVANCE OF folk high schools to India. Indian Journal of Adult Education. 45, 1-2; 1984, Jan-Feb ; 17-9.

Describes Danish folk high schools education to young people and is different from education and training in vocation or profession. It is difficult in many ways, like do not provide any special knowledge

any certificate or diploma. It also give the national plan for folk education, a national committee on folk high school to suggest viable model of residential institutions for the education of the rural youth in various parts of this country.

-,--,--,--, PRE SCHOOLS

97. NATARAJAN (VK). Pre-school education in rural areas:
A study: Kurukshetra. vol. 31, 2; 1983, Jan 16; 6-8.

The pre-school programme not only meets one of the vital needs of the community, but also enables more women to work outside their homes. It gives an opportunity for the educated unemployment girls in the village to work in the pre-school centres. These centres also play an active role as a social agent in removing the illiteracy and providing shelter to youngsters. When the children complete the pre-school stage, the concerned teachers admit them in the near by primary schools.

98. HARIT (HL). Pre-school education in India: A study.
Yojana. 32,11; 1988, June 16; 15-9.

The article provides an authentic insight into

the origin, development and present status of pre-school education in India. Having realised the importance of pre-school education for the socio-emotional and cognitive development of the child, the central and state governments, have given due attention to it. The new National Education Policy (1986) also gives a great deal of importance to early childhood care and education. Yet the author feels, pre-school educational activities are not up to the desired standard. He, therefore, pleads for revitalisation and constant review of ICDS and puts forth some positive suggestions in the regard.

-,--,--, SLUMS

99. D'SOUZA (Claude). Education of the weaker sections. New Frontiers in Education. 17, 2; 1987, April-June ; 18-27.

The problem that we face is complex. It requires committed action from all concered, decentralisation of education upto village level and participation of local communities in the process of education and above all a firm political will to harness all the resources and agencies of the government and voluntary groups to-wards achieving elementary education for all children between age group of 6-14 years in a in planned

and systematic way within a definite period of time.

100. D'SOUZA (Claude). Weaker sections of the Indian Society and their education. Social Action. 36, 1; 1986, Jan-March ;13-25.

The author discuss the problem that^{we} face in complex. It requires committed action from all concerned, decentralisation of education upto the village level and participation of local communities in the process of education and above all a firm political will to harness all the resources and agencies of the government and voluntary groups towards achieving elementary education for all children in the age group of 6-14 years in a planned and systematic way within a definite period of time.

101. MAJUMDAR (Suresh)..Education for slum children. Social Welfare. 34, 10; 1988, Jan; 26-8.

Slum settlement is known to be over crowded, congested and unhygienic. Since very few children go to school and most of the slum dwellers are illiterate, the level of education in a slum is low. Education thus

has no place for them. Education would mean spending more money, going to school, wasting time, buying books etc. Consequently the children as well as the adults in the slum feel jealous of the teacher. Who according to them is superior to them. This of course, is a difficult task. It requires a deep understanding of the children's educational needs which should be congenial with the expectations of the slum dwellers. The progress of educational process is slow and gradual.

102. VARMA (RP). Educating the disadvantaged - A few suggestions. Educational Journal of Education. 6, 2; 1984; 1-6.

The disadvantaged children have by and large, a negative self-image, a feeling of inadequacy and insecurity. They do not fix their goals as high as they are capable of the schools. With their middle class values teachers, contents, and methods are alien and frightening places for the disadvantaged children. Before they adjust to the new climate of the school for which they take quite a long time, they are labelled as weak, worthless and uneducable. The

author gives suggestions for their education. (1) The primary education should not be fixed very high for them. (2) The curriculum and accessory reading materials should be relevant to the life needs of the disadvantaged also (3) The teachers should be such as may gladly work within the disadvantaged. The schools for the disadvantaged must be schools with out failure. (4) Finally, the comprehensive services to be disadvantaged should be strengthened.

--,--,--,--,BIHAR

103. NADEEM MOHSIN. For slum children schooling is a luxury. Social Welfare. 27, 182; 1980, April-May; 25-7, 51.

The author's study of 100 children in the age group of 4-14 years from different slum areas of Patna was made recently to trace the causes for a low level of education of slum children. The result of this study a significant factor for the high degree of illiteracy among slum children is the lack of educational facilities. These poor children cannot effort to buy book.. The children do not have proper clothes. There is no provision of free meals. The parents are not in a position to pay monthly fees of their children. The system of

teaching is also uninteresting. All this results in an increase in the percentage of drop outs from school and a decrease in the rate of admission to school.

-,--,--,-,--, influence of PARENTS

104. AIKARA (Jacob). Adult education and schooling of slum children. Indian Journal of Adult Education. 41, 8; 1980, Aug; 7-12.

A study was carried out in a slum area in one of the metropolitan cities of India, which reveals certain useful findings on the problems of education of the slum children. It was found that the parents in the slum area, by and large, were illiterate and poor, and unskilled labourers. One of the most important and significant findings of this study had been that the poor educational and occupational conditions of the parents had a negative effect on the education of their children. In this thought, provoking article, the author not only deals in depth the causes of illiteracy and drop outs, but also offers suggestions how to promote adult education and schooling of slum children on proper lines.

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-,--,--,KARNATAKA

105. JAYSEELIE (S). Problems of a slum school. Social Welfare.
26, 4; 1979, July; 17-9.

Environment and grinding poverty have reduced the lines of slum children to the nadir of dehumanisation. A survey made of a few families in one of the oldest slums in Karnataka bring into bold relief the gravity of the problem. To add to the complexity, many children have no interest in studying. Even after years of persuasion children could not be made to take interest in studies. Nearly 80 percent of the children comes to school without textbooks, states, notebooks pencils etc.

-,--,--, FISHERMEN

106. DESAI (GR) and KAUL (PM). Adult education of fishermen: Some special problems. Indian Journal of Adult Education.
45, 6; 1984, June; 15-8, 23.

With the majority of our fisherman living at the subsistence level, our fisheries sector is faced with problems peculiar to it. The over all objective to solve problems. Keeping in view this objective and the

limited aweness among research workers about the fishermen's problems, the article focuses on the problems needed to be overcome for educating fishermen and suggests that any educational activity among the fishing community must be supported by services and supplies.

-,--,-, in relation to DEVELOPMENT, KARNATAKA

107. ATTAR (UA). Impact of education on backward classes in north Karnataka. Journal of Karnataka University. 20-21; 1984-85; 47-57.

In this paper efforts are made to review briefly by organized attempts made by different sections of Indian society who used education as a leverage to move up the social hierarchy. It will be seen how under conditions of sustained politicization and effective leadership, episodic issues of conflict, long term grievances and discontent tend to develop into full fledged movements, with anoorganized structure, ideology and collective goals.

-,--,-, MINORITIES

198. CUMMINS (J). Empowering minority students: A frame work for intervention. Harvard Educational Review. 56,1; 1986; 18-36.

The writer establishes a frame work for the analysis of the failure of so many attempts to enhance the educational achievements of minority groups. He suggests that to be successful, such programmes will need to challenge educators to redefine their roles. He focusses on the changes which are necessary in terms of linguistic/cultural incorporation, community participation, pedagogy and assessment.

109. IMTIAZ AHMAD. Educational development of minorities in India: Future perspective. Journal of Educational Planning and Administration.1, 2; 1987, April; 191-209.

It deals with the educational development of the minorities in India. It is the contention of this paper that the educational backwardness of the minorities is a problem which they share with a number of other social communities. From the perspective of the educational

development of the minorities including the muslims,
~~how~~ it has been examined as a special type case in
 this paper.

110. MALE (GA). Policy issues in the education of minorities:
 World wide view. Education and Urban Society. 18, 4;
 1986; 395-7.

The issue of minority education is viewed as
 part of the larger question of retaining minority group
 identity. While providing access to mainstream educa-
 tional opportunity. The series of articles highlights
 different basic factors in the problem of minority
 education in the countries select@d such as race,
 language, culture and religion, and combination of those
 factors, and attempt comparisons between countries where
 these are judged to be appropriate. The collective
 purpose is to see which factors produce difficulties in
 education of minorities and to spot light the policy
 decisions which seem to have produced improvements.

111. RAJAGOPALAN (S). Minorities rights to run educational
 institutions. Hindu. 1980, Aug 4; 7: 2-8.

The right of the minorities in India to administered

educational institutions, under Art 29(1) and Art 30(1) of the Indian constitution, has become a most baffling problem in recent time. The word minority has not been defined in the constitution. In regard to minorities based on religion, such as the muslims and Indian christians. A minority could establish and maintain educational institution of its choice as a necessary concomitant of its right to conserve its district. Language, script and culture. It is however, clear that even in the general educational institutions, the state cannot impose fetters or disabilities, which would obliterate the religious, lingual or cultural rights of the minorities in them. The present political temper of the country, the right of the minorities to run educational institutions of their choice must be placed on a sound footing.

-, --, --, --, and WOMEN

112. YEAKEY (CC), JOHNSTON (GS) and ADKINSON (JA). In pursuit of equity: A review of research on minorities and women in educational administration. Education Administration 22,3; 1986; 110-47.

This article initially reviews the equity concerns

in organisation theory through an analysis of the impact of critical theory and a discussion of the legitimacy of the study of equity consequent upon the lack of serious research dialogue relative to race/ethnic minorities and women in educational administration. A review of employment trends and research on race, ethnicity and women in public school administration identified further research agendas.

-, --, -, and SCHEDULED CASTES & role of RESERVATION POLICY

113. HEREDIA (Rudi). Minority rights and reservation Policy: Towards coherence and consistence. New Frontiers in Education. 16, 2; 1986, April-June; 60-63.

Minority rights and the reservation policy for scheduled and other backward groups are becoming increasingly sensitive issues in our society today. For the most part these issues have been considered as separate and unconnected problems. This is an unfortunately limiting perspective. However, when both are viewed in the context of religious and caste communalism, a more coherent understanding of, and a more consistent response to these critical issues becomes possible. This paper

assumes such a perspective and within it attempts to sort out the issues involved. It is not a final statement but a tentative one. Its purpose is to facilitate an open discussion and not provoke a defensive debate. We hope it will be received in the spirit in which it is written.

114. JOHN (VV). Minority rights and education. Indian Express. 1981, Dec 7; 6: 3-6.

The right to establish and administer educational institutions derives from the right to freedom of expression. The need to spell out the right in terms of education and the minorities could be traced to exigencies that existed prior to the coming of independence. That the right is not meant exclusively or specially for minorities would be evident if one envisaged a similar exigency that called for a constitutional provision that minorities had the right to print and publish books and periodicals of their choice.

-,--,--, MUSLIMS

115. KALIMUR RAHMAN. Educational backwardness among Indian Muslims: An analysis. Radiance. 15, 23; 1979, Oct 21; 3:1-5.

The author describes in this paper it is generally said and believed that muslims are less educated and because of this as a community, are backwards. The reason for the poor turn up of muslim boys and girls for admission in the various schools is because the average muslims family is poor and educational expenses are prohibitive even for a solvent person. But those of the parents who can afford do try to give proper education to their children. The results are not good. The present set up of the muslim society outside homes too is not conducive to serious study. The author discussed that simply highlight the reasons why it is so.

116. MAHMOOD (M). Indian muslim education: Problems and prospects. Islam and Modern Age. 14, 3; 1983, Aug; 229-34.

Educational backwardness among muslims is linked

closely with the problem of muslim poverty. There are two current explanations regarding educational backwardness among muslims or explanation is that muslims lag behind because of their own indifference to worldly education and their exclusivism. That is, the fault lies in them, not in the social system. Another explanation is that muslims suffers because of the wide spread discrimination against them as a religious minority. The education commission (1964-66) recommended that education must be related to the life, needs and aspirations of the people.

117. SHARMA (Krishan Dev). Education of a national minority: A Case of Indian Muslims. Indian Educational Review.

It deals with three hypothesis i.e. the first hypothesis was tested through computation of the coefficient equality. Secondly headmasters and teachers expressed that ideal educational situations do not exist in Urdu medium schools. Thirdly data were collected from public, ladies and parents who maintained that barriers which stand in the way of muslim parents making full utilization on of educational

opportunities for their children were tested to ascertain the extent to which muslims as compared to non-muslim were enjoying educational opportunities at the primary middle and higher secondary levels of education as well as to enumerate these factors which might discourage muslim in making optimum use of available educational opportunities.

118. SHERVANI (Ahmad Rashid). Education - Main remedy to Muslims backwardness. National Herald. 1980, Feb, 21; 5: 3-6.

Nearly 1400 years ago, in the desert of Arabia the messenger of Allah said "Education is compulsory for all muslim men and muslim women". At that time even in Europe there was hardly any concept of the education of women. It is obvious that the religion which enjoined every women to get education must be most progressive and forward looking religion even from the standards of today. It is a pity that some persons have acquired a vested interest in the ignorance and backwardness of the muslims. They prevent muslim children from going to schools. Islam clearly commanded us to be educated and advanced. Islam tell us that we should enjoy the books and blessings.

-, --, --, --, ADULT, PROGRAMMES, NAEP

119. INAYAT ALI. "National Adult Education Programme" and the muslims. Radiance. 14, 11; 1978, July, 30; 8:1-2.

The government of India is soon launching a massive programme under National Adult Education Programme (NAEP) in the country. The main idea behind this programme is to impart some elementary education to the illiterate adults with a view to enabling them to read and write in their mother tongue. The main emphasis will be on villages, where the majority is still illiterate. A large number of muslims are also illiterate. Among ladies, this percentage of illiteracy is very high. A number of muslim educational societies today exist in the country running numerous schools. These societies can easily participate in the above programmes.

-, --, --, --, BENGAL

120. MOZAMMEL HAQUE. Muslim education in Bengal: Problem and Progress, 1871-1900. Islam and Modern Age. 14, 3; 1983; Aug; 161-82.

The describes the facts and figures prove that muslim backwardness in education in the period 1871-1900

for more the result of lack of facilities than the muslim boycott of western schools. But by the end of the century it could be said with justification that muslims as a community were no longer standing aloof from the new system of education introduced by the British.

-,--,--,-- , SCHOOLS

121. SHERVANI (Ahmad Rashid). Progress in muslim high schools of Uttar Pradesh. Radiance. 19, 50; 1984, April, 22-28; 4:1-5.

The muslim high schools of U.P. have improved and their performance is better than the average performance of all high schools of U.P. Most muslims high schools are good and these deserve and should get the help and encouragement from the government, from the nation at large and particularly from the community, itself. The author pointed out again and again, muslims of U.P are about ten times behind others in education. If their proportion is further falling even in muslim high schools, it only means that they are sliding further and further down. Those who sit for the board

examination from muslim schools are doing better now than seven years ago.

-,--,-, PRE SCHOOLS

122. EVANS (ED). Longitudinal followup assessment of differential pre-school experience for low income minority group children. The Journal of Educational Research. 78, 4; 1985, March-April; 197-202.

Urban high school minority group students with differential pre-school program histories were compared to controls on measures of school achievement, school sentiment, and perceptions of the pre-school experience. Pre-school exit attainments were also examined in relation to follow-up achievement and attitude measures. No main long term effects for differential pre-school programmes were revealed, nor did follow up measures distinguish between the total pre-school sample and control. Favourable student evaluation of pre-school were observed, as was a general consensus about the reasons for going to pre-school.

--,--,-, role of PRIVATE INSTITUTIONS

123. VALLAMATTAM (John). Private agencies and minority institutions. New Frontiers in Education. 10, 3; 1980, July-Aug; 67-70.

Government are aware of the valuable contribution to the country's composite culture that can be made by institutions run by religious and linguistic minorities and recognise and uphold their right to establish such educational institutions of their choice and administer them in accordance with law, in order that the goal of an integrated Indian community is achieved. As a matter of fact, according to several religious minorities the state maintains a system of schools and colleges which is not completely satisfactory to them, in as much as no place is given to religion and morality. Yet they hold that unity and integration cannot take priority over the basic freedom of the individuals as well the freedom of education and culture of minorities.

--,--,-, NON FORMAL

124. LULLA (BP). Education of the socially disadvantaged through non-formal education as an integral part of

formal education. Indian Education.10, 1 & 2, 1980, April-May; 44-7.

The socially disadvantaged groups are very highly suited to the non-formal education which equalises educational opportunity for such neglected group. The present elaborate machinery of schools and colleges for the new task and thereby put them to full employment of their potential and avoid wastage of their available sources in terms of buildings, staff libraries, workshops etc. Hence the scheme of integration of non-formal education with the formal system is not impossible provided the present educational institutions take it as a challenge and an opportunity to serve people at large.

125. RASTOGI (KG). Non-formal education: Objectives and modes. Journal of Indian Education. 6,3; 1980, Sept; 34-9.

Non-formal education as an approach is being adopted for education of both of illiterate adults in the age group 15-35 and out of school children in the age group 6/9-14. For nomenclature, non-formal education for the adults, is called adult education. While non-formal education for children is identified as

non-formal education. The objectives of non-formal education to improve the life of learners through non-formal education and to enable the willing children to get entry in formal schools at multiple point. Its success depends upon the cooperation of the society and the government and the extent of the success of the programme will be judged in terms of the development of both the society and the individual.

--,--,--,--, OPEN

126. KUNNUNKAL. Education for the weaker section. Social Action. 36, 1; 1986, Jan-March; 1-12.

The author discuss the open school similar to those of CBSE which are already functioning, and open universities in the states or similar to the National Open University that has been recently established, are clearly the direction in which education will move. As a result, we will have a more open more flexible and hence a more relevant system, both for purposes of certification, courses and degrees in both academic and technical areas as also for life enrichment courses and for updating one's education and training. This movement must receive policy support at the national level.

-,--, NON FORMAL in relation to DEVELOPMENT

127. REDDY (V Eswara). Non-formal education and social change in India. Social Change. 16, 283; 1986, June-Sept; 52-7.

The paper explains the nature and potential of non-formal education in bringing social change in India relevant to liberate the masses from the disadvantage. The paper also provides the evidence that the non-formal education is growing as an international movement for liberation in the developing countries.

128. SHARMA (Inder Prabha). Non-formal education: An approach to development. Indian Journal of Adult Education. 45, 6; 1984, June; 3-9.

Formal education with its single point entry system full time courses, not too close a relationship with the day to day. Problems of the learners and lack of provision of continuous learning to keep pace with fast technological developments has been rather slow in delivering the goods. Recognising the potential of non-formal education for making education accessible to all people, especially the poor and the under privileged and for contributing quickly and

substantially to words individual as well as national development, the article outlines a plan of action for making adult education more relevant in the context of contemporary problems.

---,---,---, METHODS, MASS MEDIA

129. MURTHY (NVK). Mass media and non-formal education. Mainstream. 23, 40; 1985, July; 11-2.

When India became free in 1947, among many handicaps we had to face was the tremendous problem of mass illiteracy. Nearly 80-85 percent of the population was illiterate. So it was natural for the new government to stress the need for extending the school system at the lowest level on a big scale. Primary schools did come up in new areas not in hundreds but in thousands. One cannot afford to wait till all our children in the school going age group can be brought into the formal classroom. One would like to suggest non-formal education using radio, television and cinema long to get the people to participate enthusiastically and what is more understandingly, in this tremendous

task that faces all of us - the building of a prosperous and democratic India with institutions informed by social and economic justice.

-,--,--, MIZORAM

130. SUDHIR KUMAR (MA) and LALRINKIMI. Non-formal education programmes in Mizoram: Retrospect and Prospects. Indian Journal of Adult Education. 44, 11; 1983, Nov; 28-33.

While the adult education needs of each Indian state are governed by conditions peculiar to it the country's proverbial unity in diversity also offers a lot of scope for learning from each others experience. The author present the adult education scene -past as well as present - in the Union Territory of Mizoram.

-,--,--, PROGRAMMES PANCHAYATI RAJ

131. HALDAR (G). Mass education under Panchayati Raj: A Proposition. Indian Journal of Adult Education. . 43, 7; 1982, July; 21-4.

With the problem of illiteracy assuming enormous proportions and the existing programmes not yielding

the desired results any how new programmes for educating Indian mass certainly deserves consideration. The proposed project for mass education under Panchayati Raj holds promise in that it demands concentrated and localised efforts.

-,--,--, role of VOLUNTARY AGENCIES

132. NATARAJAN (VK). Non-formal education through voluntary action. Indian Journal of Adult Education. 42, 6; 1981, July; 9-12.

The present study attempts to analyse the implementation of the non-formal education programme launched by the cuddapah District Vyavasaya Coolcla (agricultural Labourers) Sarodaya Sangham, a voluntary organization engaged in ameliorating the lot of the poor for over 27 years. A brief profile of the Sangham precedes its activities.

-,--,--, POOR

133. BHATIA (SC). Educating the poor. New Quest. 1980, July-Aug; 235-39.

It supports the current tendency to draw substance from the state for one's own understanding of

the needs of the weaker sections of society. Literacy results in social action on its own, intermediaries do not have to go very far.

-,--, -, RURAL

134. RAI (Kamala). Education for rural India. National Journal of Education. 1,2; 1978; 48-52.

The author discussed it may be pointed out that the imbalance of opportunities between the rich and the poor has to be eliminated. The education progress of the village people has to be accelerated so that they can catch up with the advanced sections of the society within a short span of time. In such a system of education, functional curriculum based on socially useful productive programme should be developed.

135. ROUT (Pravakar). Education for rural people. Journal of Indian Education. 12, 2; 1986, 20-23.

The author discussed the Kothari Commission (1964-66) recommended evaluation of the 10+2+3 pattern of education in 1986 i.e. 20 years after the implementation of the new scheme, as by this time the first

batch of students educated completely under the new pattern would have entered the real life situation. The commission further observed that as "a sure tried and effective instrument, with the strength of will, dedicated work and sacrifice, education will be able to lead us towards National Development". Let us hope the 'Model Schools' planned to be opened in the rural areas of each district will help in providing suitable education for rural development.

136. SINGH (AJ). Operation literacy begins. Sunday Standard. 1978, Oct 1; 2:1-4.

After 30 years of independence two out of three Indians are still illiterate. Despite every village boasting of a primary school for children in the age groups 5 to 10 the proportion of drop-outs from the schools has been on the increase. No massive programme to bring them back to school has been launched so far. In fact, any one with an ability to motivate the illiterate persons to study has been employed. They have been given an orientation course by different agencies or government department already making in the

countryside. One outstanding feature of NAEP is its emphasis to employing as many women instructors as possible. Once she becomes literate, she will see that none of her children stays away from school.

---, ADULT

137. PRASAD (Hem Latha). Motivating adult learners in rural areas: A analysis study. Indian Journal of Adult Education. 46, 3; 1985, March; 19-24.

Motivation says the author refers to the process of arousing action, sustaining the activity in progress and regulating the pattern of activity. To motivate is to cause of release of energy to the desired goal. The article analysing the findings of studies conducted in Andhra Pradesh, Rajasthan, Bihar and Pune in Maharashtra, concludes that unless adult education programme is meaningfully linked to the programmes with economic benefits. The required motivation may not be generated and recommends that women's centres should be integrated with the functioning of Mahila Mandals to enable them to utilise facilities like that of creche and nutrition programmes.

---,---, in relation to AGRICULTURE

138. CHOUHAN (VL). Attitudes of Tribal and non-tribal farmers towards adult literacy and improved agricultural practices in relation to their knowledge of new maize technology. Indian Educational Review. 22, 2; 1987, April; 19-31.

The author suggests that adult educators and extension, Workers should attempt to change the attitude of tribals, non-adepters and marginal farmers, so that it may be more favourable towards the adult literacy programme as well as towards improved agricultural practices.

---,---,---,---,---,---, RAJASTHAN

139. CHOUHAN (VL) and RAI (GC). Attitude of tribal and non-tribal farmers towards adult literacy and improved agricultural practices: A Study. Indian Journal of Adult Education. 45, 3; 1984, March; 26-31.

The author recently conducted a study to find out the attitude of farmers towards literacy as also towards improved agricultural practices in the villages of Udaipur district of Rajasthan. It was revealed that

non-tribal and small farmers and those who adopted new agricultural technology had a more favourable attitude towards literacy and improved agricultural practices as compared to non-tribal and marginal farmers and those who did not adopt new agricultural technology. More importantly however, a high significant and positive correlation was observed between the farmers attitude towards literacy and improved agricultural practice a pre-condition for the prosperity of the rural life.

---,---,---,---,---, DEVELOPMENT

140. HIMMAT SINGH and YADAVA (JP). Impact of education over rural adults. Indian Journal of Adult Education. 39, 3; 1978, March; 27-30.

The authors describes that India is the country of villages. They have remained mostly illiterate because of the villages progress in rural sector is of very low level as against that of the educational achievement made in the urban sector. The study was conducted in district Hardoi - located in central part of Uttar Pradesh. The authors analyssis that attitude and practice of the people are desirably changed when

they are made educated. So unless the illiterate mass of our country is made literate.

--,--,--,--,--,role of LABOUR ORGANISATIONS

141. NANAVATTY (MC). Labour organisation for the rural poor: An experiment in adult education. Indian Journal of Adult Education. 43, 11-12; 1982, Nov-Dec; 10-13.

Exploited for generations, the rural poor of our country continue to accept their lot with timidity and a sense of resignation. They need to be organised to be stirred out of their culture of silence says that the author, and for this we need more organisations like the LORP which would function on the basis of cooperation, development and welfare and not class conflict.

--,--,--,--,--,UNIVERSITIES

142. DASWANI (CJ). Role of Universities in rural literacy campaign. Indian Journal of Adult Education. 46, 1; 1985, Jan ; 24-7.

The role of Universities in the literacy campaign in the country so far, say the author, has been that of just another voluntary social work agency. Setting up

literacy centres, acquiring the necessary paraphernalia and organising willing students and teachers.

A university, he argues, is bound to fail in such a role. With the specialised knowledge and expertise at its command a University, he further says can make a more meaningful and effective contribution in the areas of social motivation, research material production, training and monitoring and evaluation.

143. VASUDEV (T). Role of Universities in rural development: An Indian perspectives. University News. 22, 27; 1984, July 16; 2-5.

The role of Universities in rural development can not be over emphasised through the earlier experience. With regards to universities role is not that impressive, now there is a nation-wide reconsideration to involve universities in various development activities. Universities located in rural areas have not only an additional advantage in organising various activities, but now it is being needful to the population and the region where it functions. Through

various teaching, training and research programmes, it is design relevant activities for the development of rural areas. It organisational units along with the creation of a new institution of rural development centre can effectively mobilise the rural masses in education and training and prepare them for voluntary action.

--,--,--,--,--, TAMIL NADU

144. GOMATHIMANI. Attitude of rural learners towards adult education. Indian Journal of Adult Education. 41, 5; 1980, May ; 11-4.

A sample study of learner's attitude was conducted in nine adult education centres in Madras, run by the department of adult and continuing education, University of Madras. Broadly, the aims of the study were to find out the rural Learner's concept of adult education centres, their expectations from the animator and to assess the primary needs of the village in terms of social institutions. Some of the broad conclusions emerged as a result of the study are revealing and the suggestions offered provide an answer how to improve the adult education programme.

---,---, ANDHRA PRADESH

145. CHALAM (KS). Attitudes of villagers towards education:-
 A case study of/^avillage in Andhra Pradesh. Indian Journal of Adult Education. 39, 8; 1978, Aug; 26-32.

The author describes that the present study indicates how our villages are neglected in our educational planning. Our educational system has been giving importance to either higher education or education in the urban centres, relegating the rural education into secondary importance. This has created a dichotomy in our socio-cultural development and thus created disparities between the villagers and urban people.

---,---, DELHI

146. CHATURVEDI (V) and BRAHAM PRAKASH. Impact of functional literacy programme in rural areas near Delhi. Indian Journal of Adult Education. 44, 3; 1983, March ; 31-5.

Functional literacy the study reveals through positively related to knowledge and attitude is not significant in its impact on the adoption behaviour of the age group about 35 years. Hence a functional

literacy programme, the author says needs to be started at an early age as otherwise not only will it tend to raise the social cost in terms of delayed benefits but may also become more expensive in net benefits.

---,---,---, DROP OUTS

147. SHARMA (Arun Kumar). Educational goals and drop out factors in a rural population. Indian Educational Review. 18, 3; 1983, July ; 1-7.

The author discussed the present study aims at presenting the data on goals of and aspirations regarding education of children, collected from 430 respondents. A sample of rural population in Ettawah district of Uttar Pradesh was chosen for this purpose. The possible reasons behind the low school enrolments are also revealed.

---,---,---, FORMAL in relation to DEVELOPMENT

148. RAO (S Narayana). Impact of education on rural community in Andhra Pradesh. Indian Education. 9, 9; 1979, Dec 18-24.

The author analyse in the study to find out the impact of creative function of education on the social

structure of some village communities in the backward district of Adilabad in Andhra Pradesh. The study is limited to the impact of the expansion and equalisation of formal educational opportunities on the belief, attitudes and on the institutions of marriage, family, religion and politics.

---,---,---, HIGHER in relation to DEVELOPMENT

149. NEELAKANTESWARA RAO (N). Rural Colleges can help in rural development. Kurukshetra. vo. 29, 13; 1981, April, 16; 10-11.

One of the most important activities of a rural college is to be ever vigilant to protect its campus from such baneful influence of higher education. Assuming that the rural college has always been conscious of its obligations to the rural community around, let us try to enumerate the numerous ways in which it can serve that community. The college restructuring academic courses and helping the poor agriculturists.

---,---,---, in relation to DEVELOPMENT

150. RAGHUVANSHI (MS). Modernizing effects of formal education:

A Longitudinal study in a rural setting. Indian Journal of Social Research. 24, 3; 1983, Dec ; 276-89.

The finding of this study clearly and consistently support the view that the educational experiences does, indeed, have a modernising influence on value-orientation, of youths in a typically traditional, non-industrial, rural setting those youths who change or improve their levels of education are not all that is modern in value-orientation before this change. They become more so after they advance in educational experience. The view that the education selects and retains those who are already modern to begin with is not supported by the available evidence.

--,--,--,--, MODEL SCHOOLS

152. KABRA (Lalita). Education in rural area: Socially relevant and integrated strategy. Teacher Today. 28, 4; 1986, April-June; 54-7.

About three fourth of the population in India is in rural area; and educating the segment of population is really a challenge as has been highlighted in new education policy perspective. Till now the people

of rural areas have got the educational facilities which have not been as per their requirements, in many ways. In the New Education Policy perspective innovation of Model School is presented - one such school is to be set up in every district mainly for meritorious children of rural areas. The author suggested that well qualified teaching staff along with all modern facilities and equipments will be made available in these schools.

-,--,--, NON-FORMAL

152. RAY (TK). Non-formal education: Another concept. Kurukshetra. 34, 8; 1986, May; 22-6.

Non-formal education should be an indispensable input in all sectors of development particularly where population of the beneficiaries crucial to the development objectives. The illiterate masses in the rural areas have learnt to articulate their demands, rights and grievances and are already creating ripples around the country side. With this gradual awakening in the rural areas through all forms by education if efforts are not made fast enough for absorption of the aspirations and energies thus generated into the vortex of

the country's growth and development through income oriented education, it may result in volcanic eruption is not too distant a future.

-,--,--,--, in relation to DEVELOPMENT

153. NAYAR(DP). Non-formal education and rural development in India. Community Development Journal. 14,1; 1979, Jan ; 48-54.

The progress of democracy and economic development in this country will call for a rapid expansion of non-formal education closely inter-linked with a rather centring upon development. It will be the main instrument of developing people in the rural areas who have to be the focus of all development as well as fully involved and active participants in the entire developmental process. It, that way alone integrated rural development will be in the interest of the rural poor. For the purpose they have to be organized and their creative faculties unleashed through a system of non-formal education aiming the development of man, his self confidence.

154. SUAR (Damodar) and PANDA (SK). Non-formal education for rural development. Kurukshetra. 31, 20; 1983, July ; 8-11.

This article stresses the importance of rural development through non-formal education programme (NFEP). The degree of autonomy and freedom of choice in introduction of particular course. Another important objective of NFEP is also the liberation of the poor. It will bring new information improved skills ability to plan and manage the house hold as well as the village affairs, and a new openness to change among the rural poor.

155. DODGE (CP). Non-formal education and rural development: A Case from rural Tamil Nadu. Indian Journal of Adult Education. 41, 10; 1980, Oct; 20-23.

It deals with the importance of non-formal education for rural development. It stresses that non-formal education is not merely an attempt to make people literate but a process of education which goes for beyond reading and writing. The basic outline of non-formal education, as a means to enable the poorest to gain access to programmes of economic development, can be summarised

in a theme which has evolved from the works in Manigandam (village in Tamil Nadu).

-, RURAL role of READING

156. RAMSHANKAR, SHUKLA (Anju) and SUNDRIYAL (PK). Reading interests of rural readers: A Study. Indian Journal of Adult Education. 46, 12; 1985, Oct ; 14-9.

A study recently conducted in the Lucknow district of Uttar Pradesh to find out the reading interests of rural readers, including neo-literates and persons with limited reading ability revealed that while most of the readers read mainly for recreation, a desire to increase knowledge prompted a fairly large number of the respondents to read. As far as the form or type of literature preferred, stories, with rural background were the most popular followed by novels, and folk loves, in that order. Technical books or those related books were not much in demand.

-, DISADVANTAGED GROUP, SOCIAL, SCHEDULED CASTES

157. AGGARWAL (Yash). Some aspects of educational development among the scheduled caste population in India. Journal of Educational Planning and Administration. 1,2; 1987, April; 137-64.

The article deals with the analysis of levels of

literacy and the regional variations there in for the scheduled caste population in India. A comparison between the behaviouristic aspects of the SC and non-scheduled population. An attempt was made to examine the salient characteristic of the work force participation among the SC population as it constitutes an important determinant of economic status.

158. PANDEY (Balaji). Educational development among scheduled castes. Social Scientist, . 14, 2-3; 1986, Feb-March ; 59-68.

The National Policy on Education as far back as in 1968 called for strenuous efforts to equalise educational opportunity and more intensive efforts to develop education among the backward communities. The gap in literacy rate among scheduled castes, between rural and urban and between male and female is also very high. Nearly 72 percent male in rural areas and 52 percent in urban areas are illiterate. According to the latest statistics available, the enrolment ratio of SC students at primary stage in 1980-81 was 82.2 percent at the all India level. The poverty and economic backwardness of the scheduled castes are the main reasons for this state of affairs should be fairly obvious.

159. RAVINDRANATH (MN). Educational Problems of scheduled castes. Educational Review. 87, 4; 1981, April ; 69-74.

India is a land of villages, with more than 80 percent of its people living in rural areas. Rural communities include the major percentage of backward classes of our country, within them. Scheduled caste communities have been a part and parcel of our Indian society from the distant past. In the end the author conclude that only proper co-ordination of various development activities can solve the problems of SC communities including that of education. At the same time, planning and implementation (execution of activities at a committed level) of the developmental programme are also important.

-, --, -, --, and TRIBES

160. ARORA (VN). Special input for the backward. Seminar. 296; 1984, April; 24-8.

The author discuss as a result of the special inputs at the school and higher education levels, it is hoped that the SC and ST students will be as good as any body else; therefore, they should be asked to take their chances in life like the rest. Most member

of backward classes, especially those living in remote areas, may not be aware of the various benefits and concessions that are available to them. Students belonging to SCs and STs but admitted on merit will shed their inferiority complex automatically. They will be just like any other student without the stigma of belonging to the backward classes.

161. KRISHNA KUMAR. Educational experience of scheduled castes and tribes. Economic and Political Weekly. 17, 36-37; 1983, Sept 3-10; 1566-72.

The argument that education introduces bourgeois values among the oppressed, and there by curbs their potential for radical expression, is based on the impact of education on an extremely small minority perceived from the point of view of non SC/ST educators; and both the tone and the substance of the claim show a wrong choice. In a society where bourgeois values have high prestige, the acceptance of such values by a few members of oppressed groups can hardly be seen as a sign of regression, unless we insist on ignoring the point of view from which the oppressed would look at their own successful brethren. What we would

be worried about is not the fate of this tiny minority, but that of the vast numbers of SC and ST children who stop going to school long before the carrot of a middle class job can appear before them, and whose brief and demeaning educational experience merely proves to them that they are what they were alleged to be. The experience of education, under prevailing curricular norms, serves to assist SC and ST children to internalise the symbols of backward behaviour.

--,--,--,-- -- compared with OTHERS

162. BANA BEHARI KAMILA. A study of attitude of students towards school of Harijan and Tribal Welfare Department High School of Orissa. Journal of Education & Psychology. 43, 3-4; 1985-86, Oct-Jan; 1987-91.

The present paper discusses the type of attitude of SC and ST students of Harijan and Tribal Welfare department high school towards school in comparison to other caste student of the same school and SC and ST student of education department high school. It also refers about the attitude of all SC

and ST students towards school to that of the all other caste student. The study evidences the no significant difference in mean scores on attitude towards school between the SC and ST student of both type of schools. The SC and ST students of H & TW department high school cannot come at par with the other caste student, whereas the SC and ST student of education department high school can come at par with the other caste student in attitude towards school. The all SC and ST student possess lower attitude towards school than that of all other caste students.

163. COEFFICIENT OF educational equality for scheduled castes and tribes: A decade study: An analysis of progress in educational opportunities. 1977-78 over 1967-68.
Quarterly Economic Report. 24, 4; 1979, Oct-Dec; 35-45.

The authors designed a co-efficient of educational equality to measure the extent to which scheduled castes and tribes are at par with other communities. The first ratio is a proportion of scheduled caste and tribes in enrolment in different school sections as against other communities. The second is a proportion of scheduled

castes or tribes population in relation to other communities. And index was defined the formula.

$$Q = \frac{EC}{EO} \div \frac{PC}{PO} \times 100$$

Where Q: Coefficient of equality for scheduled castes or Tribes

EC: Enrolment of Scheduled Castes or Tribes in any particular class.

EO: Enrolment of other communities in the same class.

PC: Population of SC or ST.

PO: Population of other communities.

It is easily seen that when the coefficient of equality is 100, scheduled caste or tribes, at least in enrolment, are at par with other communities.

-,--,--,-- * - FORMAL, CURRICULUM

164. NEW POLICY to aim at SC, ST education; National core curriculum proposed. Indian Express. 1986, April 22; 1:1-3.

Introduction of a national core curriculum at the school level special emphasis on the education of

women and scheduled tribes, introduction of semester system at the secondary stage, examination reform and establishment of an Indian Education Service are some of the highlights of the new educational policy on education.

-,--,--,-- - -,--, HIGHER

- 165.KIRPAL (Viney), SWAMIDASAN (Nalini), Gupta (Amitabha) and Gupta (Raj K). Scheduled castes and scheduled Tribe student in higher education: A Study of an IIT. Economic and Political Weekly. 20, 29; 1985, July 20; 1238-48.

This paper presents the result of a study, the third in a series, of academic and social adjustment of scheduled caste and scheduled tribes student in the Indian Institute of Technology, Bombay, Section 1 of the paper traces the relationship between the backgrounds of SC/ST students and their academic performance, while section 11 focuses on the two main problems areas for these students. The recommendations of the study are set out in the final section.

----- role of SOCIO ECONOMIC STATUS

166. NANDU RAM. Socio-structural variants and higher education among the scheduled castes and tribes. Social Action. 36, 2; 1986, April-June; 166-82.

The author tried to measure, in this paper, the varying socio-economic background of the SC/ST students admitted at both the graduation and post-graduation levels. They have found that as against the general impression about their uniformly poor socio-economic and educational background, the students belong to varying backgrounds. The strategy in the form of reservations for the educational development of the minorities like the self STs has help them to the extent that there exist variations in their socio-economic status and educational achievement.

----- influence of RESERVATION

167. KRISHNA MURTHY (R). Reservation policy and backward class. Financial Express. 1979, Nov 13; 4:2-6.

The reservation policy can be viewed as a

progressive policy against the backdrop of the scholastic pattern of society which the centre and the state wants to usher in. In this policy theme is a conscious effort by the government to achieve the dual objective of social equality and social justice. Some other aspects of this policy where the centre and the states have already gone ahead with this issue of reservation can be seen in the number of seats reserved in educational institutions and also the fixed quota of jobs that are specially reserved for the scheduled caste and scheduled tribes in the government and public sector.

-,--,--,-- - -. role of UGC

168. KATYAL (Anita) UGC Plan for SC and ST. Times of India. 1989, April 3; 17: 3-5.

In an effort to improve the academic standards of scheduled caste and scheduled tribes students and ensure their integration with the rest of the community, the university grants commission (UGC) has asked Delhi University to see that a good number of prestigious college admit more and more SC/ST students. The college

should also offer them remedial coaching or preparatory training if needed. Due care may also be taken to see that the students are not placed in a college where the standards may be too high so as to avoid putting them at a disadvantageous position in view of their poor socio-economic background.

--,--,--,--,compared with OTHERS, PUNJAB

169. AMIT KAUR and TARLOK SINGH. Regional education disparity among scheduled castes of Punjab. Indian Journal of Adult Education. 46, 4; 1985, April; 7-10.

Having been denied educational opportunities for centuries the scheduled castes and tribes are now offered by the government special incentives in the form of subsidies, scholarship, freeships etc. to boost their level of literacy. The present article tries to assess the results of such inputs by studying the disparity in the literacy level of scheduled and non-scheduled castes of Punjab.

--,--,--,--, FORMAL, ENROLMENT

170. CHANDOLIA (RN). Enrolment of scheduled castes in educat-

ional institutions. Yojana. 24, 19; 1980, Oct 16; 25-6.

In consonance of the spirit of our constitution various programmes were included in the five year plans for the over all development of the backward classes. On the basis of regression equation obtained, it is calculated that it would take 32 years for the scheduled castes to come at par with the rest of the population in pre-primary schools.

-, --, --, --, HIGHER, KARNATAKA

171. SATYANARAYANA. Educational problems of scheduled caste college students in Karnataka. Journal of Higher Education. 7,3; 1982, Spring; 253-60.

In this paper an analysis of the socio-economic profile of the colleges students belonging to scheduled castes in the state of Karnataka. The paper is concerned more with an analysis of educational privileges provided to SCs . Education is often thought of as one of the major levers of social change. As such it could be interesting to know how far this is true

in the case of SCs in India, more particularly in Karnataka. This paper briefly analyses certain basic empirical data pertaining to SC college student in Karnataka. To begin with students demographic details like age, sex, status, year of study, caste and sub-caste composition, and religious affiliation have been discussed.

---,---,---,---,---, UTTAR PRADESH

172. CHATURVEDI (Arun Kumar). Harijan students of Uttar Pradesh. Social Welfare. 33, 1; 1986, April; 30-31.

Education is one of the important factors which can make appreciable contribution towards improving the social status of Harijans. The author was engaged in a project based on a study of 200 Harijan male students studying in five degree and post-graduate college of Agra, Mathura, Meerut, Kanpur and Lucknow. Among the Harijans only Chamars (Leather Workers), the Bhangis (Scavangers and Sweepers) and the Julahas (Weavers) were included in the sample. Harijan student under this investigation were found to be slightly

over age in relation to classes they were studying. They could not stand in open competition with the students of other castes, it may be due to the absence of any educational background at home. Most of the Harijan students opt for Art courses because they think that they are easier than science and commerce courses.

---, ---, ---, influence of RESERVATION

173. KIRPAL (Viney), SWAMIDASAN (Nalini), GUPTA (Amitabha) and GUPTA (Raj K). Wastage among scheduled caste and scheduled tribe students. Journal of Higher Education. 11, 1-2; 1985-86, Monsoon-Autumn; 111-116.

The author described the problems that have been-set the reservation system mainly originated in the fact that it has not been linked to the income of the beneficiaries thereby resulting in benefils being extended to the less economically, socially, academically deserving among the SC/STs. This is true in the Indian Institute of Technology (IIT) Bombay too. At least 50% of the SC/ST students selected into IIT

Bombay since 1973 are from a good economic and social background. They are also not necessarily the brightest among the nations SC/STs.

174. RASTOGI (SP). Impact of constitutional provisions upon the uplift of Harijans. Indian Educational Review. 16, 1981, April ; 72-7.

The present study was based on both field and documentary sources. Harijan students of Lucknow University who get scholarship constituted the field sources of the present study. The author investigates the main findings. The socio-cultural depression, the economic and housing condition, the fraction of students have shown satisfaction on the facilities provided by the central government particularly with those existing in the field of education. The author suggests the Harijan living in slum are-as should be provided with accommodation in special colonies developed by them. The amount of scholarship should be increased. All text book should be made available to the Harijan students.

175. UPLAONKAR (Ambarao T). Protective discrimination and the equality of opportunity. Journal of Higher Education. 11, 1-2; 1985-86, Mansoon-Autumn; 117-26.

The aim of this paper is to find out the impact of the policy of protective discrimination on the changing social status of the scheduled castes (SC) vis-a-vis non-scheduled castes (non-SC) college student. To be specific the aim is to find out: the class composition on the SC vis-a-vis non-SC college student and whether or not there was any association between class status and occupational aspirations of SC vis-a-vis non-SC college student.

-,--,--,+- -- SOCIAL LIFE

176. MASILAMANI (S). Educational achievement of a scheduled caste: sex bias and a case study of Chakkiliyars of Chinnathadagam village. Social Action. 36, 2; 1986, April-June; 149-65.

The author said we have seen that the educational backwardness of the scheduled caste population in the village studied is closely related to various forms of

inequality that exist in the village. These observations hold good regarding the educational backwardness of the scheduled caste in most part of the country. To break the vicious or circle of poverty and educational backwardness, appropriate policies should be evolved to improve the cronic condition of the scheduled castes and suitable organisational framework should be evolved to motivate the scheduled castes to make use of the existing protective measures.

-, --, -, --, PROGRAMMES

177. YADAV (SK). Awareness studies about educational schemes amongst scheduled castes: A research review. Indian Educational Review. 19, 4; 1984, Oct; 90-95.

Awareness of scheduled castes about educational schemes has generally been considered the most important factor for their educational progress. In this paper by the author various research studies conducted on awareness about educational schemes have been discussed in relation to demographic variables of age, sex, location and other variables like education, occupation and economic status of the scheduled castes which

effect their awareness about educational schemes for their progress.

178. YADAV (SK). Research review on implementation of the educational schemes of scheduled castes. Indian Educational Review. 18, 3; 1983, July; 112-22.

According to the 1971 census, the population of the scheduled castes is 15.04 percent to the total population which is a large chunk of the Indian population. Due to historical and various socio-economic reasons they remained backward. Since ages. So the government of India, particularly after independence paid special attention towards scheduled castes and launched many facilities and schemes for their educational progress. But when these schemes are implemented various problems and difficulties come in the way. In this paper author discussed and highlight the various problems that generally crop and also empirical evidence on solution on the basis of the research findings to tackle these problems

--,--,--, RURAL, NON-FORMAL, MAHARASHTRA

179. RICE (Marion J). Harijan Wasti. Progress of Education. 55, 2; 1981-82; Sept ; 51-7.

In the present article the author narrates the recollections of his trip with the Indian Institute of Education at Pabal village in the Sirur tehsil of Pune district. The article gives us a peep into the promising reaction of village folk to the non-formal education project carried on under the stewardship of the Indian Institute of Education, Pune.

--,--,--, TAMIL NADU

180. THIAGARAJAN (AP). Educational Progress of scheduled castes. Experiments in Education. 15, 5; 1987, May; 94-9.

The author analyses the growth of SC's in term of their enrolment by stages of education in India as well as in Tamil Nadu. Tamil Nadu shows a better performance over all India figures on enrolment of SC's at all stages of education except at college level.

--,--,--, TRIBES

181. AIJAZUDDIN AHMAD and NUNA (Sheel Chand). Tribal education: Shadows of an uncertain future. Journal of Educational Planning and Administration. 1, 2; 1987, April ; 90-107.

India today is passing through a crisis, stresses and strains generated by social groups on the one hand and religious on the other have never been so intense. The source of disenchantment is common inability to live a better life. This is possible only if the developmental strategies are so designed that they shed their urban and elite bias. This realisation has come through a major shift regarding role of education. It is not more regarded as a "social service" above but is being considered as a significant ingredient of development. The advancement of science and technology and their role in development. While creating social tensions and conflicts, have put additional responsibilities on the sector of education. The challenges of social distance alienation and deprivation are sought to be resolved as a development frame through

the nexus of education. The segment of tribal population of India has suffered as the wake of planned economic development. Education can play a catalytic role in checking some of these distortions of planning but the way educational programmes were implemented on tribal areas not only proved irrelevant but made education an easy direction

182. DUTTA (SC). Educational Programmes for tribal population: An alternative strategy. Indian Journal of Adult Education. 44, 4; 1983, April, 11-4.

Ninety percent of tribal population is outside the formal system of education. This clearly indicate that present formal education has failed to have any impact on the lives of the tribal people. A different education programme for the tribals is the need of the hour. In the absence of a suitable term, that is call it non-formal education or relevant education. The world of work and the world of work should be brought together.

183. MENON (AGG), BHASKARAN (C) and KUMARI SUSHAMA (NP). Utilization of Educational facilities among tribes.

Indian Journal of Adult Education. 42, 5; 1981, May; 23-5.

The present research paper throws light on the extent of utilization of educational facilities by the four selected tribes of Wynad district in Kerala. The results of the study show that there was a marked difference among different tribal groups with respect to the extent of utilization of educational facilities offered by the tribal development department. The study will go a long way in helping the planners in designing future programmes for betterment of tribal population.

--,--,--,--, ADULTS

184. BHUPINDER SINGH. Perspectives on adult education programme for scheduled tribes. Man and Development. 7, 1; 1985, March; 65-74.

According to the 1971 census 88 percent of the scheduled tribe population was illiterate, containing about 1 crore belonging to the age group of 15 to 35. It is presumed that the volume of illiteracy continued to increase during the period mainly due to the rise

in population and the failure of the programme of universal primary education. Thus the problem of adult education among tribal is not one capable of a simple approach. Such evaluation studies of the adult education programme as have been conducted reveal that some dent is being made. Organization of the programme calls for a scientific and rational approach on a massive scale with a huge net-work of adult literacy centres in tribal areas.

---, ---, ---, ---, ---, METHODS

185. SINHA (Bind K). Adult education for tribal population. Indian Journal of Adult Education. 43,6; 1982, June; 7-10.

The focus in this paper is predominantly on preparation of learning teaching materials for the tribal areas. How ever it is obvious and natural that it cannot be discussed in isolation without touching upon the other two areas, namely planning and implementation of the adult education programme for tribals.

-,--,--, BIHAR

186. LAL (AK). Educational problems of the scheduled communities of Bihar. Social Welfare. 26, 11; 1980, Feb; 6, 35.

Tribal parents have not been made conscious of the need for education and the change it will bring to them for their material well being. Whenever and wherever this has been done, there is a sudden outburst of enthusiasm for education and demand for schools.

-,--,--, CHILDREN

187. ROY BURMAN (BK). Pattern of tribal education, status of research and sociological dimensions for projecting the feature. Journal of Educational Planning and Administration. 1, 2; 1987, April; 126-36.

The government has provided a number of incentives and facilities for children belonging to scheduled castes and scheduled tribes. Special coaching programmes have also been arranged to enable the scheduled tribes

children overcome their environmental handicaps and educational backwardness. Although the levels of literacy of the scheduled tribes have remained low.

-,--,--, CHILDREN, BIHAR

188. NARAYAN (Sachindra). Education of Oraon children: Transition from dormitory to school. Social Welfare. 30, 8; 1983, Nov; 11-3.

There are about thirty tribes comprising 8.75 percent of the total population of Bihar. The Oraons are one of the predominant tribes of Bihar. This paper seeks to highlight the educational scene of the Oraon children. The dormitory system eased to transition from childhood to adult life. In a changing world Oraons too realise that a wide world is open to them to better the quality of their life and they can't obviously afford to bank upon the traditional tribal institutions alone.

-,--,--, in relation to DEVELOPMENT

189. SHARMA (RK). A study of educational backwardness of tribal students. Education Quarterly. 35, 2; 1983,

April; 44-8.

The writer of this article says that the central and state governments have been taking many measures for the all round social, economical, educational and cultural development of the tribals, but the role of a teachers is very important in the completion of this process of development. He further says the success of the tribal. Welfare tribals to increase their literacy percentage and to inculcate an awareness in them towards their rights and duties.

-,--,--,--, role of TEACHERS

190. SHARMA (RK). Teaching the tribal children. Education Quarterly. 35, 4; 1983, Oct; 25-8.

The article deals with the teacher's role in teaching the tribal children. The author says that children from tribal homes need socialization experience and teacher should respect them. Another imposing problem of working with the tribal people is the lack of materials to meet their needs. Difficulties involved in teaching these children include the need for increased

commitment and dedication on the part of the teacher. Tribal children need enough time, energy and money to enable them to develop to full potentially.

-,--,--, -, compared with NON-TRIBES

191. SUJATHA (K). Inequity in educational development of tribes: A Case study of Andhra Pradesh. Journal of Educational Planning and Administration. 1,2; 1987, April; 108-25.

In this article an attempt has been made to measure the distance in education between scheduled tribes and non-scheduled tribes taking the literacy as an indicator. The overall inequality among STs is less in socio-economically and educationally advanced Telangana regions which are medium developed and backward areas in thar order.

192. UDAI PRATAB SINGH and LAL BAHADUR SINGH. Problems encountered by Santal and Non-Santal students. Indian Journal of Social Wprk. 42, 1; 1981, April; 21-6.

Academic financial and social problems faced by

Santal and non-Santal undergraduate students studying in different degree colleges of Santal Pargans were identified with the help of a Problem check list. It was found that the intensity and frequency of academic, financial and social problems were significantly higher for the Santal students in comparison to non-Santal students.

--,--,-,--,-, SCHOOLS, ASHRAM, MAHARASHTRA

193. SIRSALKAR (PR). Evaluation of Ashram school in Maharashtra State. Tribal Research Bulletin. 4, 2; 1984, March; 11-5, 42.

The scheme of Ashram school complex is being implemented in the state from the year 1971-72. It has been envisaged that the scheme will result in the social and educational advancement of the tribal people. Various suggestions have been given to improve the existing condition of Ashram schools in Maharashtra State. The author^{is}/sure that the implementing authority of this scheme will consider these suggestions and implements the same for changing the picture of Ashram Schools in tribal areas of Maharashtra state.

-,--,--,--, HIGHER

194. MINZ (Nirmal). Higher education in the tribal context. New Frontiers in Education, 12, 1; 1982, Jan-March; 50-53.

We need a pattern of education and higher education among the tribals, which will promote self awareness, self respect, and self confidence in a whole society. This can be achieved through a systematic incorporation of study of tribal history, their social, economic and cultural values in the courses of studies. A concerted effort is necessary to promote the tribal language and literature, social and cultural values in the process of work and life in colleges and schools. It can not be done with the present system of formal schooling and college education. This means that the guardians of our students have to evolve a new concept of education/higher education, a process for forming able men and women to shoulder responsibilities and take up duties in society for the benefit of themselves and for the good of society.

-,--,--,-,--, SCHOOLS, ORISSA

195. PANDA (Subhash Chandra). - Study of the secondary school climate selected tribal districts of Orissa. Progress of Education. 62, 7; 1988, Feb; 158-62.

While assessing the perception of school climate in government and private schools in the tribal areas of Orissa, with the help of two specially prepared questionnaires, it was found that the perception of the headmasters is significantly higher than that of the members of the managing committee.

-,--,--,- in relation to DEVELOPMENT

196. SHRIVASTAVA (Om). Continuing education and tribal development: Role of colleges near tribal areas. Indian Journal of Adult Education. 39, 4; 1978, April; 15-20.

This paper presents an approach to initiating continuing education programmes by the colleges which are close to tribal areas. It is common knowledge now that tribals, though living physically very far from other population, still have a culture of their own.

The first part of the paper provides some insight into this tribal culture. In the second part of the paper, an attempt has been made to look at the development efforts made in the past, and also present trends, as they are being envisaged. This will provide a base for thinking about continuing education programmes for tribal people. The final part of the paper deals for colleges which are interested to initiate continuing educational programmes.

197. SHARMA (Khemraj). Improving the quality of tribal education. Education Quarterly. 32, 4; 1980, Oct; 22-6.

The present national policy of education is to universalise education. Educational development of tribals is possible only when we link up education with the social development programmes. The programmes will on one hand, promote literacy among tribal children and provide vocational and health education, the education of the practical life, the modern scientific methods and education for the development of society, on the other.

198. SRIVASTAVA (Rajni) and PAL (SK). Tribal economy, Tribal indebtedness and Tribal education. National Journal of Education. 4, 1; 1981; 21-30.

The author discuss that education, economy and society are closely linked. A change in any one is apt to effect that other two. The educational problems of the tribals are, therefore, to be viewed against the background of their economy and society. Only then can our educational efforts bear the maximum fruit in the minimum possible time. Of all the items in development programme for the tribals, education is the most important as it is both the means and the end of real progress.

--,--,--,--, NON-FORMAL, DISTANCE

199. JHA (SK) and BARDE (NR). Second change education for the tribals of Vidarbha. Progress of Education. 58, 11; 1983, June; 270-2.

In this paper the authors discuss three fold objective of distance education. They propose the extension services centres of colleges of education to function as satellite stations to transmit new knowledge for the benefit of tribal people.

-,--,--, MADHYA PRADESH

200. MAURYA (RD). Education for tribal in MP: Problems and prospects. Kurukshetra. 33, 4; 1985, Jan; 28-32.

Education can play a crucial role inculcating an awareness among the tribals about their legitimate rights and thus help them to cope up effectively with the challenges of modern life. In conclusion, it is suggested that there is absolute need for an integrated approach for rapid expansion of education among tribals. By integrated approach we means that the educational and economic development must go on side by side. All the aspects of tribal life should be developed simultaneously. In order to remove all impediments from the path of educational development, government should launch a series of time bound target group oriented programmes in tribal areas.

201. PAWAR (SS) and BHUVANEDRAN. Tribal education in the West Zone of Madhya Pradesh. Social Welfare. 34,11; 1988, Feb; 4-5.

On the basis of survey done in respect of

education of tribal of West Zone of Madhya Pradesh, the author given following suggestions for the betterment of tribal people. First opening the Ashram schools should received the top most priority. The medium of instruction in the Ashram schools should be the tribal language. The teachers in the Ashram school should be selected from among educated tribal people if they are available. For the improvement of literacy among the tribals adult female education is a must. Job oriented education will help the tribals a lot.

--,--,--,--, ORISSA

202. SUDAME (GR) and BASTIA (KC). Adult education for tribal in Orissa: Some problems. Indian Journal of Adult Education. 42, 4; 1981, April; 12-6, 31.

The education of the tribal adults posses some specific problems. The nature of problems varies from one tribal community to author. The educational needs of the tribal adults cannot be met by the meagre allocation of funds. The gap in the implementation of

adult education programmes in tribal areas should be analysed properly so that these can be reduced, if not eliminated completely. This paper brings into focus some challenging tasks of educating the vulnerable sections of our society and implementing the NAEP among the tribals.

-, --, --, role of VOLUNTARY AGENCIES, NORTH-EAST

203. GOKULANANDA (Swami). Tribals education in North-Eastern India: Role of the Rama Krishna Mission. Social Welfare. 29, 2; 1982, May; 13-4, 26.

In this article only the educational activities will be highlighted. The principal aim of the Rama Krishna mission in this respect is to impart general education together with vocational training, so that the tribal can earn their livelihood and build up their economy.

-, --, --, WOMEN

204. BHANDARI (RK). Development of Women's education. New Frontiers in Education. 12, 4; 1983, Oct-Dec ; 32-8.

The Government of India appointed a committee

in 1958. The committee submitted its recommendations in 1959 and suggested, among others, the setting up of an Indian Council of Women's Education to look after the educational programmes of girls, both at the centre and states. One of the major problems of girls education is, the quantitative task involved in improving the enrolment rates of non-attending girls. Another problem in the educational development of women is a qualitative problem involving, the methodology of teaching. The author suggests the measures for improving the enrolment of girls and their retention in schools. Free education should be introduced for girls upto the secondary stages.

205. JOHN (Usha), Uplift of women thru education. National Herald. 1986, March 12; 5: 7-8.

The step taken for advancement of women during the post-independence era benefited many women in their personal advancement and to their contribution to society. In five year plans for national development and following the emphasis on the need for efforts for women's education

a large number of girls are being enrolled in different schools at different levels. However, much still remains to be done for promoting educational and vocational training facilities for girls. Educated Indian women are now taking up jobs not only when they are hard-pressed by economic necessity but also in other socio-psychological situations. Today there are over a dozen women's banks in Maharashtra's rural areas besides one with four branches in Bombay.

206.KARUNA AHMED. Social Context of Women's education in India, 1921-81:Tentative formulations. New Frontiers in Education. 15, 3; 1985, July-Sept ; 1-36.

This paper discusses women's education in India during the period 1921-81. Its purpose is not to trace the history of women's education/^{as}such or to detail its growth and expansion though both are dealt with to some extent, but rather to focus on certain key issues that have emerged on the subject. Essentially, the objective is to identify some of these issues through a survey of the large body of literature and official

documents that have appeared on the status and education of women, Since the turn of the century and to show how they were perceived over a span of these sixty years.

207. PANDEY (Balaji). Eradicating illiteracy among women. Statesman. ; 1985, Sept, 12; 6: 7-8.

Though women constitute 48 percent of the population, less than 25 percent of them are literate according to the 1981 census. Concern for the promotion of women's education started with the social reformers and christian missionaries in the 19th century. To identify the problems of women's education, the Govt. appointed the National Committee on Women's Education in 1959. National Policy on Education in 1968 declared that the education of girls, such as introduction of free education upto the middle and secondary levels, increasing in the number of girls schools and hostel, provision of scholarship, free text book, midday meal, uniforms etc. Organization of poor illiterate rural women are gradually realizing the importance of education once their employment is ensured for a substantial period.

208. SHAHARE (ML). Eradicating women's illiteracy: Challenge. Indian Journal of Adult Education. 45,12; 1984, Dec; 10-11; 32-8.

Inspite of providing equal opportunity to them our women have not been able to secure for themselves all those rights and privileges which legitimately belong to them. They are either denied these opportunities. Through the biases of society or because of their ignorance of what is their due as citizen of this country our dream of being a nation can never be realised unless the women, who constitute around 50 percent of our population, are made literate and knowledgeable.

209. SINHA(Punam). Growth of female literacy in India. National Herald. 1984, Jan 1; 7: 7-8.

Literacy, especially for the females and the general educational standard indicate the level of social development of the nation. Female literacy and education is one of the important aspects of the general quality of life. The effective literacy rate for male and

females in 1981 were 53.5 and 28.5 percent respectively as against 27.1 and 8.8 percent in 1951. The effective literacy rate for females during the last 20 years has increased more than three fold as against only two fold increase in effective literacy rate for females. This is perhaps because of improvement in the level of education of women rather than universalisation of literacy drive which was thought to be operative. Adult education drive and free school education and availability of school facilities within the village for the rural poor.

--,--,--,--, ADULT

210. CHHABRA (Rami). Mainly a matter of women. Indian Express. 1978, Nov, 11; 6: 5-6.

In India as is only too well known, the problem of literacy is mainly one of women, scheduled classes and tribes. Despite over a century's focus on the need for women's education. The ground covered in this field remains ex-crucial highly little. The number of girls in the formal educational system-- the pool of illiterate

women has been actually enlarged over the past decades by the influx from a generation born and brought up after compulsory primary education had been pledged to become a reality. NAEP have been required to set up one women's and one men's centre in each village and instructed that if only a single centre is to be organised this must be a women's centre. Similarly academic institutions colleges etc as part of the National Service Scheme with financial assistance being released through the UGC will have to give preference to adult women.

211. DUTTA (SC). Education of adult women in India. Indian Journal of Adult Education. 45, 9; 1984, Sept ; 15-7.

Today when women even in advanced countries are fighting for equality with man, it is not surprising that in a country like India where antiquated social institutions still prevail and where social prejudices and customs regard women as inferior to men, women have been granted the right to equality only on paper. The author traces the reasons for the inferior position

that has to be relegated to women, discusses the programmes and strategies needed for the upliftment of women.

212. KAUR (A). Adult education programmes for illiterate women in the age group 15-35. Indian Journal of Adult Education. 40, 12; 1979, Dec; 19-32.

Wood's Despatch onwards (1854) referring to practically all the education commission and other authorities set up by the government from time to time, the author points out how clearly and emphatically each commission realised and stressed the need and priority of the removal of illiteracy of women in the country, and how vital and finally decisive it is for the true development and enfranchisement of our community. Although statistics show a gradually rising graph of female participation in the programme spelling out the questions that need to be discussed in connection with the female age range 15-35, she draws attention to areas which require a deeper understanding and offers suggestions on curriculum formation.

213. NAGAPPA (TR). Adult education for women. Indian Journal of Adult Education. 41, 8; 1980, Aug ; 23-5.

The author in this short article points out the apathy, indifference and the neglect shown towards the adult education of women in India. He quotes figures and goes into the various causes of low literacy percentage among the women. The small investments made on education during the five successive plans show what low percentage of allocations were made on adult education and much less on women. He makes some critical observations of the NAEP and offers suggestions, which deserve consideration by planners if any future programme of adult education.

-,--,--,--,ASSAM

214. DAS (Lakshahira). Problems and priorities in the education of women in Assam. Education Quarterly. 34, 2; 1982, April ; 22-6.

The article focuses on women's education in Assam was in a deplorable condition prior to independence and parents maintained an unfavourable attitude towards

education of their daughters due to several causes of backwardness. But during the post-independence period education of women in Assam has passed from the stage of indifference to that of awakening. During the last decade the number of institutions for girls and their enrolment has increased at great speed.

---, JAMMU AND KASHMIR

215. BASU (Nighat). Women's Education in Jammu and Kashmir. University News. 24, 35; 1986, Sept, 16; 2-5.

In the state of Jammu and Kashmir, the majority of the people especially women continue to be illiterate. However, various measures have been initiated to achieve female literacy targets in the state. The state Adult Education Department, the State resources Centre Adult and Continuing Education Centre and the Institute of Distance Education of the Kashmir University are playing vital role to achieve female literacy targets.

216. CONDENSED COURSES of education for Adult Women. Social

Welfare. 25, 5 & 6; 1978, Aug-Sept; 25-56.

The programme of condensed courses of education is more a welfare programme rather than an educational scheme. Education hence is a means to reach the ultimate goal. The women who enter condensed courses of education are the one's who walk into the portals of institutions tearfully and leave them with confidence, courage and boldness to face life squarely. The scheme has opened new areas of employment and raised women force of trained workers at the grass root level to run the welfare programmes in the farflung villages.

-,--,--,--,--, NAEP

217. RAGHUVANSHI (C) and RAJPUT (Sarla). Adult education for women. Indian Education. 9, 8; 1979, Nov; 14-7.

Though the programme, National Adult Education Programme is meant for all sections of people, special attention will obviously be required for persons belonging to socio-economically, deprived and culturally disadvantaged groups. The largest single group which

belongs to this category and which has remained neglected because of various reasons is that of women. According to 1971 census 320.6 lakhs women of the age group of 15-25 years are illiterate. This figure has remained so despite the fact that education of an adult woman amounts to educating one family and not a single individual only.

---,---,---, FORMAL CURRICULUM

218. PUSHPAMMA (P). Special curriculum for girls. Hindu. 1980, Oct 7; 3: 4-9.

The educational system of a society will reflect very much its problems. If education has to fulfil the two responsibilities that is development of a person as an individual and inculcating the responsibilities of the individual towards the society and nation. It will be necessary to have a proper training of the skills and techniques required for such betterment. A large number of girls or even boys drop out before reaching high school. It will hence^{be} necessary to incorporate the objectives in the curriculum of the middle and high school education. Education has to give them the required

knowledge. Skills and confidence to shape their lines better than before and also to help the other members of the family. With the available resources by adopting proper management skills.

-,--,--, FORMAL, DROP OUTS, HARYANA

219. SHARMA (ML). Girl drop outs in rural Haryana: Socio-economic analysis. Indian Educational Review. 20, 2; 1985, April; 109-16.

The educational level of Indian women in general continues to remain disappointing. The problem of women's education is relatively more serious in rural areas. The position of women belonging to the scheduled castes and scheduled tribes was worst, their respective literacy rates in 1971 being only 5.6 percent and 4.36 percent. In Haryana also 14 percent of the females in 1971 and 22 percent in 1981 were literate. The author discussed the relative educational backwardness of adult women in rural areas is often attributed to the lower enrolment of girls in schools and the higher rate of drop outs.

-, --, -, -, FORMAL, HIGHER

220. TALESRA (Hem Lata). Higher education among women: An Analysis of the situation in a District of India. Perspectives in Education. 2, 2; 1986, ; 121-24.

In the third world countries including India, the basic problem is to improve the quality of life among the vast masses of people. Women and also the disadvantaged segments such as the scheduled tribes, and scheduled castes deserve our prime concern. In an empirical study conducted at district level it is found that most of the benefits of higher education among women have been converted by higher castes, propertied class, urban people and the elites. All in all, at empirical plane higher education among women is oriented to higher education, women belonging to disadvantaged sections including the muslims have faced a lot of problems.

-, --, -, -, FORMAL, SLUMS

221. KAPUR (HL). Progress in girl education. National Herald. 1983, Oct 23; 2: 2-5.

The enrolment of girls in schools has been

lagging far behind that of the boys right from the beginning of the planned development of the country, since 1950-51. But some progress in the education of girls which constitute 77.1 percent of the total non-enrolled children has been registered during this period according to the Education Ministry Sources. High drop out rate wastage has been negating the progress of enrolment. The hardcore of non-enrolled children especially at the primary stage belongs to weaker socially disadvantaged and economically deprived sections. Children belonging to such groups remain at a considerable disadvantage even when they are persuaded to join schools.

---,---,---, GOA

222. DACRUZ (B). Women's education and employment in Goa. Social Welfare. 25, 9 & 10; 1977-78; 49-50, 82.

The International Women's year was remarkable from many angles. One of the achievements was the attempt to find out whether women were educated in reasonably good numbers, and what kind of education was

fit and proper. There was wastage of nearly 50 percent of the girls who had enrolled in standard I after the very first year, and that there is a wastage of at least 10 percent of girls for each higher standard. The table below shows the percentage of scheduled castes to the total population for men and women.

	<u>Territory</u>	<u>Goa</u>	<u>Daman</u>	<u>Diu</u>
Males	1.93	1.83	2.78	4.18
Females	1.92	1.74	4.49	3.48

The reason for girls not attending schools, that parents require girls to want separate schools for girls.

-,--,-- in relation to DEVELOPMENT

223. BHANDARI (RK). Educational development of women. Education Quarterly. 34, 3; 1982, July; 12-4.

It deals with an educational development of women in India. The author says that besides providing for equal rights and privileges for women the constitution of India provides for adopting special measures for advancement so that their status is revised in the

the society and they become equal partners with men in social economic and political activities of the country. Various legislations have been enacted from time to time since independence for raising the social status of women. In all the five year plans special emphasis has been laid for the advancement of women in all sectors.

224. JAISHANKAR. Role of Women's education in India. Hindu. 1979, Oct, 9; 3: 1-6.

Of all the factors related to the social status of women, education is the most important. First an increase in the length of schooling will envisage a shift in the marriage age. Secondly, the relationship between education and fertility is significant and has been established by several studies in India and abroad. Thirdly, the relationship between education and economic participation, it has been observed that education promotes female employment after matriculation standard.

225. VASANTHI (Devik). Women's education for social change. University News. 23, 38; 1985, Oct, 8; 2-3,6.

The article deals with the social transformation

through education, fusing the relevant ingredients of modern life With the meaningful elements of tradition, raising the over all status of women by eliminating inequalities between men and women in education, employment, nutrition, health, participation in political and economic decision making and integrating them at every level in the process of national planning for development, so that they confined their rightful place in the mainstream of national life, for the socio-economic status of women reflects the health of the nation and the progress of women towards equality in a barometer to the progress and development of the whole country.

-,--,-- -- -, CHILDREN

226. RAVI KANT SINGH. Women's education crucial for child Welfare. Patriot. 1985, Jan, 4; 5.

They being the principal providers of care and support for infants and children, illiteracy among Indian women has become the greatest barrier to development. An important means of creating a genuine

social demand for learning opportunities is to tune education to the lives and needs of the deprived. the present school education is not really sateable to the poor and rural society.

--,--,--,--,EMPLOYMENT

- 227: SAXENA (Usha). Women in India; Education and employment status. Economic Times. 1985, May, 17; 5: 1-4.

The constitution of India provides for equal rights and privileges for man and women but such equality is far from reality. Even the persistent efforts by planner, Social Welfare agencies and women's organisations have failed to provide women their rightful place in the society. These facts raise several issues. Is there some inherent biological or psycho-social weakness with which women suffer particularly in developing countries? Have women themselves failed to make sincere efforts in improving their lot or have recoonciled to the present life of subjugation? Can extra and sustained efforts brings about an improvement in their status in the society? An answer to these questions is neither straight nor

simple, because there are many interrelated factors, including biological, socio-cultural, psycho-social and economic which have prevented women to attain their due place in the society.

228. SAXENA (Usha). Women in India; Job Opportunities and education. Economic Times. 1985; May, 18; 5: 2-4.

Low level of literacy among women is itself a major contributory factor for perpetuating backwardness that restricts their entry into employment market. Even among the employed or main workers according to 1981 census as many as 88.23 percent of females were illiterate in rural and 56.57 percent in urban areas. These factors bear testimony to the fact rightly stated by Myrdal that the Indian society "cared little for the education of girls and generally placed women in an inferior position". Due to the preponderance of social prejudices and traditional values even to day the general literacy among females is low. Another point is that literacy rate among women has increased almost 41 times during 1901 to 1981, it was more than one half of the male literacy rate.

-,--,--, KERALA

229. RAMKUMAR (Vasanth). Education of women in Kerala:
Social Welfare. 27, 5-6; 1980, Aug-Sept; 55-7.

Through Kerala has the highest rate of literacy in the country, the state is intensifying its efforts to promote girls' education. It has taken of wide range of steps including provision of scholarships, appointing special officers and maintaining regular contacts with parents in order to bring down school dropouts to the minimum.

-,--,--, MINORITIES, MUSLIM

230. SHERVANI (Nusrat). Muslim girls education. National Herald. 1981, Feb; 7.

According to official statistics of the 1971 census 22 percent of all muslim Indians live in Uttar Pradesh. This state which has nearly one six-th of all Indians in it, has almost one fourth of all muslim Indian in it. And half of them are muslim women. Therefore, it is most important for all of us to know the state of

education of muslim girls in Uttar Pradesh. From the limited information available, the position seems desperate. No one can ignore the fact that the largest minority is very important. It can clog the wheel of the nation's progress unless it is brought forward educationally is made capable looking ahead and marching shoulder to shoulder with the rest of Indians. In bringing the muslims forward, the education of muslim girls, will perforce play the most vital, most decisive role. "Educate a boy and you have an educated man. Educate girl and you have an educated family".
 --,--,--,--,--, DELHI

231. NINAN (Sevanti). Women reluctant to educate daughters.
Indian Express. 1982, Nov, 11; 3: 4:4.

Female illiteracy in Delhi's muslim community is estimated to be as high as 80 percent. Apart from orthodoxy and poverty what keep girls out of school is the attitude of the mothers. It is among young girls who would never get an education otherwise that the non-formal approach can play its most useful role. Over 75 percent of the girls below 11 in Delhi today

are outside the formal school system. They will grow up to be women who can not help their children with their studies.

--,--,--,--, KERALA

232. INDU MENON (M). Educational backwardness of muslim women in Kerala: Survey. Social Welfare. 25, 2-3; 1978, May-June; 17-18, 39.

The government has provided girls with educational opportunities on par with boys and has given special consideration for the backward classes in the form of free concessions, scholarships, seat reservation etc. Still the number of muslim girls availing themselves of these facilities is less as compared to women belonging to other communities.

--,--,--,--, NON-FORMAL

233. DIGHE (Anita). New Strategies needed for non-formal education of women. Social Welfare. 32, 8-9; 1985, Nov-Dec ; 39-43.

Any assessment of the status of women's education

has to begin with an understanding of the larger social structure, cultural norms and value systems that impinge upon the influence, the role expectations and role behaviour of our women. Non-formal education programmes were initiated in order to compensate for the inability and failure of the normal educational system to reach out a vast majority of the poor.

234. JAYAWEERA (S). Programmes of non-formal education for women. Indian Journal of Adult Education. 40, 12; 1977, Dec; 33-45.

Blight of the world community is want of sufficient appreciation of women's needs and problems, but there is no gain saying that formal and non-formal education are crucial factors regarding women's participation in the development process of world communities. A stultifying cultural demarcation segregates work and training opportunities by sex into masculine and feminine areas, consigning women/ ^{to} low income jobs and employment structures. Taking note of this phenomena, the author discusses non-formal educational programmes for women along 4 organisational categories together with non-formal

non-vocational educational programmes constraints, problems, directions and strategies.

235. NAIK (Chitra). Experiments in non-formal education for girls. Social Welfare. 32, 8-9; 1985, Nov-Dec; 45-6.

Education is a fundamental human right whose legitimacy is universal. Education of women cannot simply mean expansion of the existing education system, the education of girls should not be more of the same. New contents and processes of education are essential for changing their self-definition. Since majority of girls between ages 6 to 14 are out of school, strategies would have to be devised to take education to them. In the rural and tribal areas, the possibilities of non-formal education (NFE) for girls can be explored in a big way. With teachers from outside or from within the community as may be appropriate in a given situation. This would start a nation wide movement for NFE of girls.

236. NON-FORMAL adult education for women. Indian Journal of Adult Education. 45, 12; 1984, Dec ; 12-9.

Non-formal education is closely linked with

general development goals with poverty and inequality as its major concerns. Author concern what is needed under non-formal adult education for women - Helping women to achieve literacy and general knowledge - Making them conscious of their rights and responsibilities, providing women access to knowledge. Mobilising and involving the community in the programme - adult and non-formal education for women.

237. SHRIDEVI (S). Non-formal education programmes for girls and women in our country. Gandhi Vigyan. 4,1; 1980, Oct; 37-41.

Gandhiji believed in the proper education of girls and women. Educate girls he emphasized "The education of girls and women was an integral part of Gandhiji's constructive programme for the dawn of the new social order. There is little doubt that there is urgent need to provide more educational opportunities for our girls and women for the development of their total personality. Some thing has no doubt been done by government and private education experts to assume leadership of the education of Gandhiji's dream. In

this article the author has pleaded for effective non-formal education for the leftout and part-literate girls, particularly in the rural areas.

-, --, -, -, -, NON-FORMAL in relation to DEVELOPMENT

238. DIGHE (Anita). Non-formal education for women. Social Change. 15,3; 1985, Sept; 40-45.

The writer discusses the extent of progress achieved in concretising the question of women's equality through their participation in the task of national development. Despite successive six five year plans, the concern and sentiments expressed by the planners and policy makers, and programmes supposedly aimed at improving the general conditions of women, the plight of women in India has only further deteriorated. The statistical data reveal that (1) majority of the illiterate woemn live in rural areas (ii) problem of illiteracy is acute among SC/ST women. It is suggested that the existing adult education programme tends to reinforce and stereotype the traditional role and abilities of women in so far as it assigns to them a

supportive and sub-ordinate role with the main role being at home as wives and mothers. The author argues in favour of an adult education programme designed to provide women with tools to understand and analyse the true nature of social, political and economic systems that govern their lives and oppress them through a process of consciousness raising.

239. LAKSHMINARAYANA (M). Non-formal education for women.

EPA Bulletin. 8, 1-2; 1985, April-July; 40-44.

The significance of education of girls/women can not be over-emphasised. Provision of free compulsory education for all children until they complete the age of 14 years is a constitutional directive. The hard-core of non-enrolled children, especially at the primary stage belong to weaker, socially disadvantaged and economically backward sections. Children belonging to such groups remain at a considerable disadvantage even when they are persuaded to join schools. The current Adult Education Programme lays special emphasis on Women's education which is an important factor in

improving their socio-economic status, in ensuring their active participation in development programmes, furtherance of efforts for family planning and promotion of welfare of children.

240. SWAMINATHAN (Mina). Needed - Two Revolutions in one non-formal education for women and girls. Education Quarterly. 34, 4; 1982, Oct; 20-22.

The article deal with to make education for women and girls in poverty a reality much more is needed than educational innovation. Two kinds of social revolution are needed- One which permits employers to consider letting women off early to work, Part-time for full wages or provide some leisure during the working day. Another which allows men to take over the burden of child care and house work, so that some time is available us the evenings..

-,--,--,--,RESEARCH

241. JOSHI (Uma). Research priorities in non-formal education for women. Indian Journal of Adult Education. 47, 11;

1986, Nov; 31-3.

Stressing the need to make identification of women's needs and problems an area of on-going research because of the continuous change being effected in their role due to social and technological changes, the article discusses briefly some research priorities in non-formal education for women.

-, --, -, -, ORISSA

242. SHILBALA DEBI. Women's Education in Orissa. University News. 24, 23; 1986, June, 16; 7-9.

Describes in short, changes in traditional attitudes towards educational training and discrimination in access to jobs, as well as in matters of pay, will bring a radical change in the status of women's education. Separate institutions should be opened to initiate a broad based movement for the overall improvement of women's education at the state level.

-,--,--, RURAL

243. DAS (Lakshahira). Educational programme for rural women. Educational Review. 85, 8; 1979, Aug; 141-43.

Past experience has shown that the education systems in our villages are traditionally the most deficient and that the development of adult education presents serious difficulties. The large majority of our women-folk are illiterate and superstitious and hold on to old beliefs, meaning less social customs and so on. The organization of a programme for adult women is particularly difficult because of the exacting demands of the family on women, the prevailing evil social customs and the conservatism of the guardians. The author suggests suitable media to convey the message and to make the women grasp the message. Film shows, radio drama, songs, practical demonstration could all be harmoniously combined to give the best result.

244. ISSAR (Promilla). Why should I send my daughter to school? Social Welfare. 27, 11; 1981, Feb; 57-8, 79.

The rural family has not been able to realise

the importance of at least a good standard of literacy for a girl in order to equip her better for her role as wife, mother and house keeper. This is the main sociological hindrance against the acceptance of education for women.

245. SARASWATHI (TS) and GUPTA (Radhika). Educate a women and you educate a family. Perspectives in Education. 1, 1; 1985; 49-54.

The study examines the relevance of women's education among the rural poor and reiterates the observation that the issue of rural female literacy is a black one in India. Besides, poverty, a majority constraint in the utilization of opportunities for education is its perceived irrelevance for girls. An alternative system of education, combining practical relevance and marketable skills rather than the imposition of traditional education may be found more acceptable.

246. SHAH (Anupama) and NAGIA (Sunita). Rural mother on girls' education. Social Welfare. 29, 11-2; 1983, Feb-March; 22-3.

The problem of illiteracy among the rural women

is of great magnitude. According to the Kothari Commission the problem of primary education. with regards to boys, their enrolment is about 90 percent of their population but the enrolment of girls is much lower. There can be many factors responsible for this, such as parental poverty, indifference of parents towards education of their daughters, poor educational facilities and others. Since the important group is 6-11 years old, i.e. the primary school age group, where the concentration should be stressed the importance adult literacy and the economic improvement programmes as a rural mothers who were literate and favourable attitude towards the primary education of their daughters.

--,--,--,--,--, METHODS

247. SETH (Mridula). Education for rural women. Social Welfare. 25, 9; 1978, Dec;13, 31.

Various methods for imparting education have been used by workers engaged in rural development. In fact for any group, a combination of methods depending on local conditions and resources should be used for

motivating the people and sustaining their interest. Workers engaged in education, health, nutrition and other welfare programmes have felt frustrated trying to mobilise the women for educational programmes. During the rehearsals the educational message was reinforced repeatedly in a manner that made a greater impact on the women than a talk of demonstration by the workers even with the help of visual aids. Thus they demonstrated that with proper planning and direction, drama could be used as an effective means of imparting education to rural women.

-, --, -, --, -, NON-FORMAL

248. BASU (Nighat) Adult education for rural women and national education policy 1986. University News. 25, 18; 1987, May, 4; 10-11.

Adult education has a vital role in eradicating illiteracy as literacy through non-formal means of education can reach to the door steps of the rural women. Mass scale adult education programmes should be

devised to meet the day to day needs of the rural women.

---,---,---, DELHI

249. ADHILA HAQUE. Understanding rural school going girls:
An implication for non-formal education. Indian Journal
of Adult Education. 39, 4; 1978, April ; 27-31.

This paper attempts to bring out the personal characteristics of the school going rural girls based on a study, the understanding of which will be helpful in organizing the non-formal educational activities and programme. This study was conducted in Delhi villages.

---,---,---, TRIBALS, GUJARAT

250. PATEL (Harbans). Why tribal girl stay away: A Case study in Gujarat. Mainstream. 24, 8; 1985, Oct, 26; 26-8.

Tribal education has received greater attention under the five year plans and this has helped to improve the educational status of tribal women. Only 41 per 1000 tribal women of Gujarat were literate in 1961; the literacy rate increased to 62 in 1971. The author conclude

one can say that the disinterestedness of the community, and social and economic constraints and the drawbacks of the educational system are the major reasons for poor enrolment of girls in schools.

251. PUNALEKAR(SP). Tribal education in Gujarat. Mainstream. 23, 39; 1985, May, 25; 20-30.

Gujarat data on tribal female education are indeed revealing only 41 tribal women per 1000 were literate in 1961. The SEBE commission survey (1976) found that 68 percent of the tribal girls in the age group 7-14 years were illiterate. The intensive and extensive efforts of the state, education among the tribals has increased substantially in the post-independence era. Even remote villages in the tribal region now have schools and schools teachers. Also special attention is paid to the needs and requirements of potential students belonging to the most disadvantaged tribal communities. Educational assistance is being expanded to cover large population of tribal students. These efforts may have indirect through significant

impact on the educational situation in the tribal areas is changing. As a result, the educational situation must also be changing.

-,--,--,--, NORTH EAST

252. KOKOTY (Suchitra). Educational development of the Tribal women of the North-Eastern region of India - Bottleneck: Some variables and remedial measures. Educational Review. 94, 5-6; 1988, May-June; 94-6.

In the modern set up of social changes the importance of women education need not be emphasised. The drawbacks of the tribal women in the matter of education are given. It was found that the males do not encourage the females for education. Another set-back is poor economic conditions are also main problems of backwardness in the field of education of the tribal girls. Some suggestions for women's education in the tribal society of North-Eastern Region are put forward as the establishment of special schools in tribal areas is a must and should be provided with the facilities for free education, scholarships, books etc. The programme

should be designed in an integrated way covering social, cultural, economic, educational, health and political aspect of development to bring about progress in the tribal communities as a whole.



PART THREE
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